SR's Semi-Annual Reference Book Roundup

Saturday Review

May 17, 1969 50¢

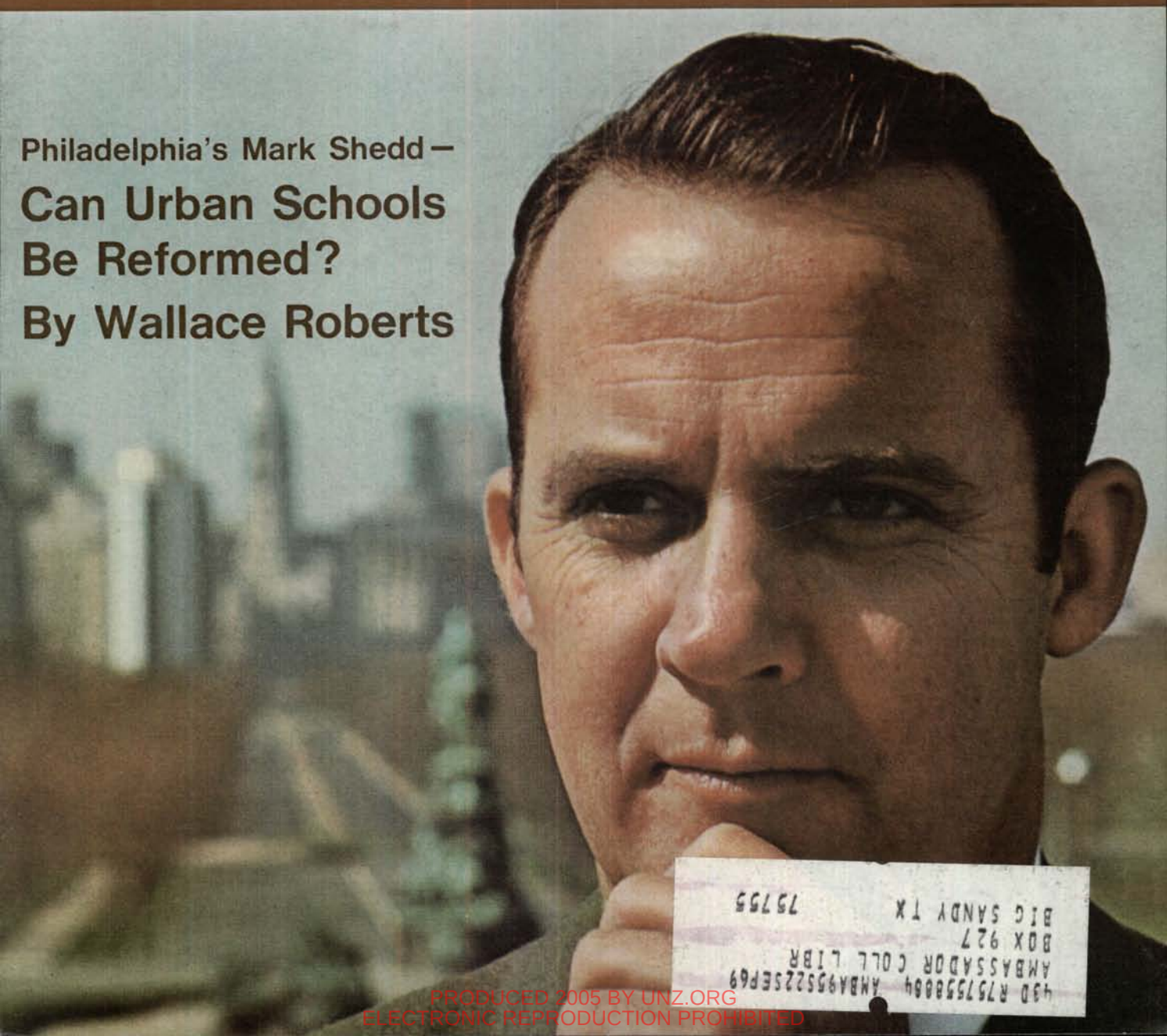
THE FIRST HUNDRED DAYS OF RICHARD M. NIXON

By Theodore C. Sorensen

Philadelphia's Mark Shedd—

Can Urban Schools Be Reformed?

By Wallace Roberts



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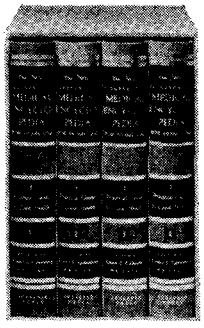

469. THE NEW ILLUSTRATED MEDICAL ENCYCLOPEDIA FOR HOME USE. *Edited by* ROBERT E. ROTHENBERG, M.D.
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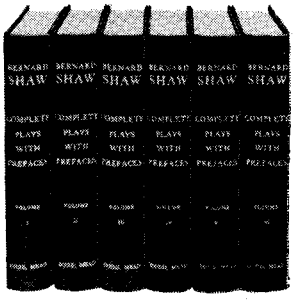

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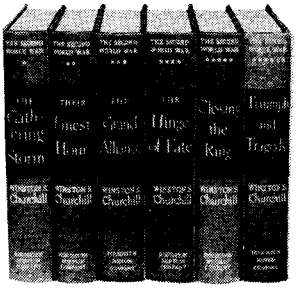

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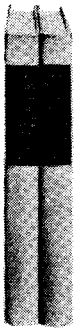

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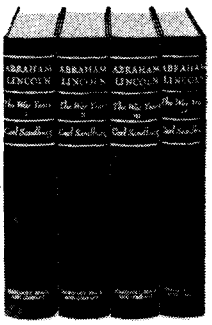

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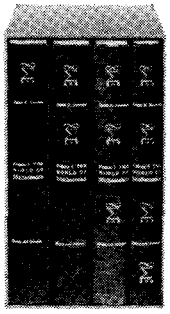

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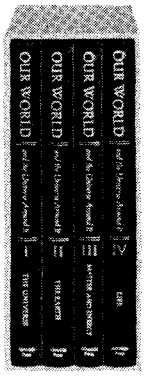

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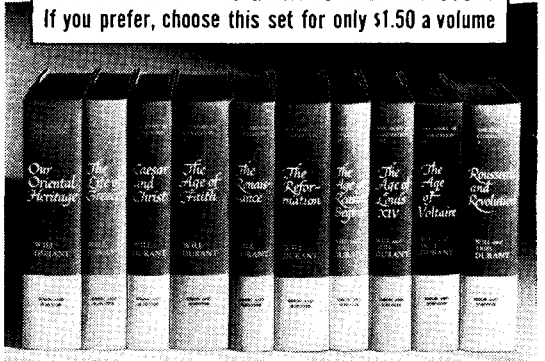

400. THE STORY OF CIVILIZATION *by* WILL DURANT *and* ARIEL DURANT
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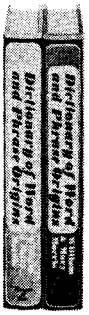

398. DICTIONARY OF WORD AND PHRASE ORIGINS *by* WILLIAM *and* MARY MORRIS
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(Advertisement)

A young woman returns to the scene of her childhood and of her crime: to the tall, gray house which sits like a ship upon the dry sea of the prairie.

Here she had lived with her "father," Mr. Jack, a remote, aloof, imperious man. Until a certain age, he had been blind to her. Then, urged by others to send her to school, he instead undertakes her education himself. There is one other person in the house, a housekeeper, who is also the keeper of Mr. Jack. She contributes to the girl's education, too—by establishing a firm, clean, reliable routine, by little homilies and lectures without which any childhood would be incomplete. (She reads to the girl from a favorite book, 'The Country Gardens of England'.)

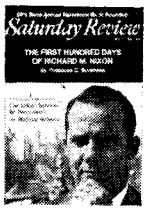
Into this private world the outside world intrudes at times: books from Boston, the visits of a few friends by day, the spectral visit by night of a host of hooded men who want to put an end to Mr. Jack's alien and alienating qualities. Finally, the world claims the girl—but not before she and Mr. Jack, who have gone from estrangement and fear, to mutual respect, to deepening affection and love, to the perfect pain of passion, have reached and touched each other in a way that will leave each forever bound, forever lost to the other.

This is an imperfect description of IN THE MIDST OF EARTH, the new novel by Marilyn Harris, whose beautiful book of stories, *King's Ex*, Doubleday published in 1967. She is an O. Henry Prize Stories author. "A Midwestern Gothic," the *Publishers' Weekly* reviewer writes, "Gothic not in the romantic sense . . . holding the reader in thrall." *The Kirkus Reviews* says that Miss Harris' awareness is "almost supersonic . . . brilliantly portrayed."

L. L. Day
EDITOR-AT-LARGE

In the Midst of Earth ($5.95), by Marilyn Harris, is published by Doubleday & Company, Inc., 277 Park Avenue, New York 10017. Copies may be obtained from your own bookseller or at any of the 32 Doubleday Book Shops, one of which is located at 1411 Commerce Street, Dallas, Texas 75201.

May 17, 1969



Cover story: **Can Urban Schools Be Reformed?**
by Wallace Roberts (see EDUCATION) **70**

Philadelphia's public schools recently have been led through a series of fundamental reforms, but the problems of urban education are still severe.

Photo by Ed Eckstein of Bethel.

The First Hundred Days of Richard M. Nixon, by Theodore C. Sorensen

The Mississippi Ballot Box, by John W. Lyon

Reflections on a Revolution: An Editorial

Race and Intelligence, by James Cass

Letters to the Education Editor

70 **Can Urban Schools Be Reformed? by Wallace Roberts**

73 **IQ: God-Given or Man-Made? by Gilbert Voyat**

76 **Nature as Teacher, by A. Lee Maynard**

78 **New Deal for Graduate Education, by John Lear**

80 **Schools Make News**

82 **A View from the Campus, by Paul Woodring**

Books

85 **Index of Books Reviewed**

85 **"Politics and Society," by Robert M. MacIver, edited by David Spitz: An essay review by Seyom Brown**

SR's Semi-Annual Reference Book Roundup, by David Glixon

Literary Horizons, by Granville Hicks

Phoenix Nest: Martin Levin

Top of My Head: Goodman Ace

Trade Winds: Jerome Beatty, Jr.

Chess Corner: Al Horowitz

Letters to the Editor

24 **The Theater: Henry Hewes**
Sweden's Curious Revolution.

38 **Booked for Travel: Frank Riley**
The Snows of Kosciusko.

44 ***SR* Goes to the Movies: Arthur Knight**
"Where It's At"; "Where's Jack?"; "Support Your Local Sheriff."

45 **World of Dance: Walter Terry**
Fonteyn: Instant Magic.

49 **Your Literary I.Q.**

Literary Crypt

58 **TV-Radio: Robert Lewis Shayon**
"Lifewatch 6."

Mid-Month Recordings

97 **Wit Twister No. 112**

100 **Kingsley Double-Crostic No. 1832**

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When you invest a billion dollars to help the cities, you learn some things.

Like hope.

Troubled minds: Back some 18 months ago, there were a lot of troubled minds all over this country. Including many in our business. The life insurance business. And what troubled everyone was the cities. There was poverty and frustration and decay and much ugliness all the way around.

In that atmosphere, when there was precious little hope anyplace, a lot of companies from our business got together to do something about it. To give it a try.

To invest a billion dollars worth of loan funds in the city core areas. Money that would create more jobs. More housing. Hopefully, more hope. And we made a public pledge of this investment.

You may say, this was just business as usual.

Because historically, life insurance companies invest in housing and in enterprise that makes jobs.

But this was different.

This was a new and special case of investment.

It went to an area—the inner cities—where capital was not readily available on reasonable terms, because of risk and location. Our business felt this special commitment was essential.

After all, our business is totally bound up with the health and safety of people. And people live in the cities. You could say people are the cities.

If those cities crumble, people are going to crumble, and business—ours, yours, anyone's—is apt to crumble right along with them.

In a businesslike way, our business was investing in its own future.

Due to the nature of the problem, the life insurance companies would need the closest cooperation of government and responsible leaders of the community. And they're getting it. With the result that the billion is now almost completely committed.

What we learned, was people.

By our very involvement in the core areas, we of the life insurance business found ourselves getting a lot closer to where people live.

We confirmed a deep feeling. That the problem of the cities needs people—people in government, business, and labor, working together—to help solve it. And we discovered we weren't trying alone; other businesses were making special efforts.

The life insurance companies are re-learning a basic truth. Let everyone do what he does best. We ourselves know investment in housing and enterprise. Local planners, developers, and agencies know their communities and know their needs.

Our business has learned that its hope was justified.

Sure, minds are still troubled today. The situation won't "just go away." But...

We're taking another step.

A second billion.

A second billion devoted to the same aims.

While knowing that it doesn't nearly fill the whole need, the life insurance business regards this, like the first billion, as an investment in its own future.

Isn't it your future, too?

If you would like some suggestions on what you can do, write for the booklet "The cities...your challenge too." Dept. L

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On behalf of the life insurance companies in America
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A social services center grows in Bedford-Stuyvesant, being built with mortgage money provided by the life insurance investment. One of hundreds of projects in 227 cities.

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Phoenix Nest

Edited by Martin Levin

Supersquare Strikes Back

RIGHTING THE WRONGS committed against decent, upright middle-class America, thwarting the Under-Thirties, dealing just correction to destructive, rebellious youth . . . comes the Lash of the Left, Champion of the Muddled Majority . . .

SUPERSQUARE!

In his guise as colorful, bearded rebel leader "Ronald Roughhouse," Supersquare roams the campus of embattled State University, practically invisible amid thousands of other colorful, bearded youths. And here comes his sneaky little friend, Rusty Wright.

"Golly, whillikers, Supersquare! The dissidents have President Upshaw pinned down in his office and they're going to blow up the Biological Lab and destroy Uncle Sam's germ-warfare project!"

"Hmm . . . With the military-industrial complex threatened, it's time for Supersquare! Get rid of this guitar, Rusty. I'll just duck into the IBM computer room and switch out of these (ugh) hippie threads and into the apparel of an upright, clean-living American. Don't worry, kid, we'll handle these Commie bums!"

Emerging in his familiar button-down shirt and charcoal-gray suit, Supersquare grabs Rusty and his Flying Briefcase . . . and they're off in one mighty commuter's leap!

In law-abiding homes . . . in neat, colorless offices . . . hundreds of worried, nail-chewing citizens glance aloft and take NEW HOPE!

"It's a rocket!"

"It's a limited ABM! !"

"No, it's SUPERSQUARE! ! !"

Meantime, the Rebels are forcing cornered President Upshaw to sign a so-called "Code of Rights."

"But I can't sign this! It puts management of the university in the hands of a couple of low-IQ sophomores!"

"You'll sign, Pig Upshaw, before 4 p.m. or we'll turn your beautiful daughter Felicia over to the underground film crowd!"

"Yeah, how'd you like to see an out-of-focus close-up of the hammer and sickle tattooed all over her lovely skin?"

"Gimme that American flag, Che, I wanta wipe the old guy's blood off my boots!"

As the Paladin of Purity soars to a neat landing on the roof of the Biological Lab, he finds Felicia Upshaw, bound and helpless, as famed scientist Dr. Milton Microbovich struggles with the Marxist Minions.

"Help, somebody, help!"

"Vait! In dis vial dere is enough virus to depopulate seven states!"

"Hand it over, you capitalist-serving rat!"

"Look out, it's WHATSHISNAME!"

"Thank heavens, Supersquare, it's *you*!"

"Tell your friend, J. Edgar, to try this, Superdog!"

"How's *that* for a New Left hook, you crummy America-hater? Grab that vial, Rusty!"

BAM! POW! SPLAT!

"Don't! We surrender, demanding our full rights under the archaic, outmoded U.S. Constitution!"

Later . . .

"Holy dividends, Supersquare, it's a note from Felicia Upshaw! She wants to —er—cohabit with you this weekend!"

"I don't approve of unconventional behavior, Rusty. As long as there is one misguided youth following alien doctrines, Supersquare must preserve his virtue for a higher cause!"

"Then can I have her phone number?" —ROBERT S. ALDRICH.

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Snip snip, Snip snip . . .

Snip, snip, snip snip. . . . Through the years
I have bowed my head to the shears
and seen the falling locks
on the sheet since the first golden curls
which my mother gleaned like pearls
as she wept!
Since then with the years without tears
they've been swept away
snip, snip, snip snip. . . .
the darkening tufts turning brown turning black
and then like dawn after night
turning light turning gray turning white
and now they are silver not gold
I am old!

—IRVING FINEMAN.

Max Eastman

IT WAS extraordinarily easy to like Max Eastman. In his later years he was strikingly handsome in a large, masculine way. He had an Olym-

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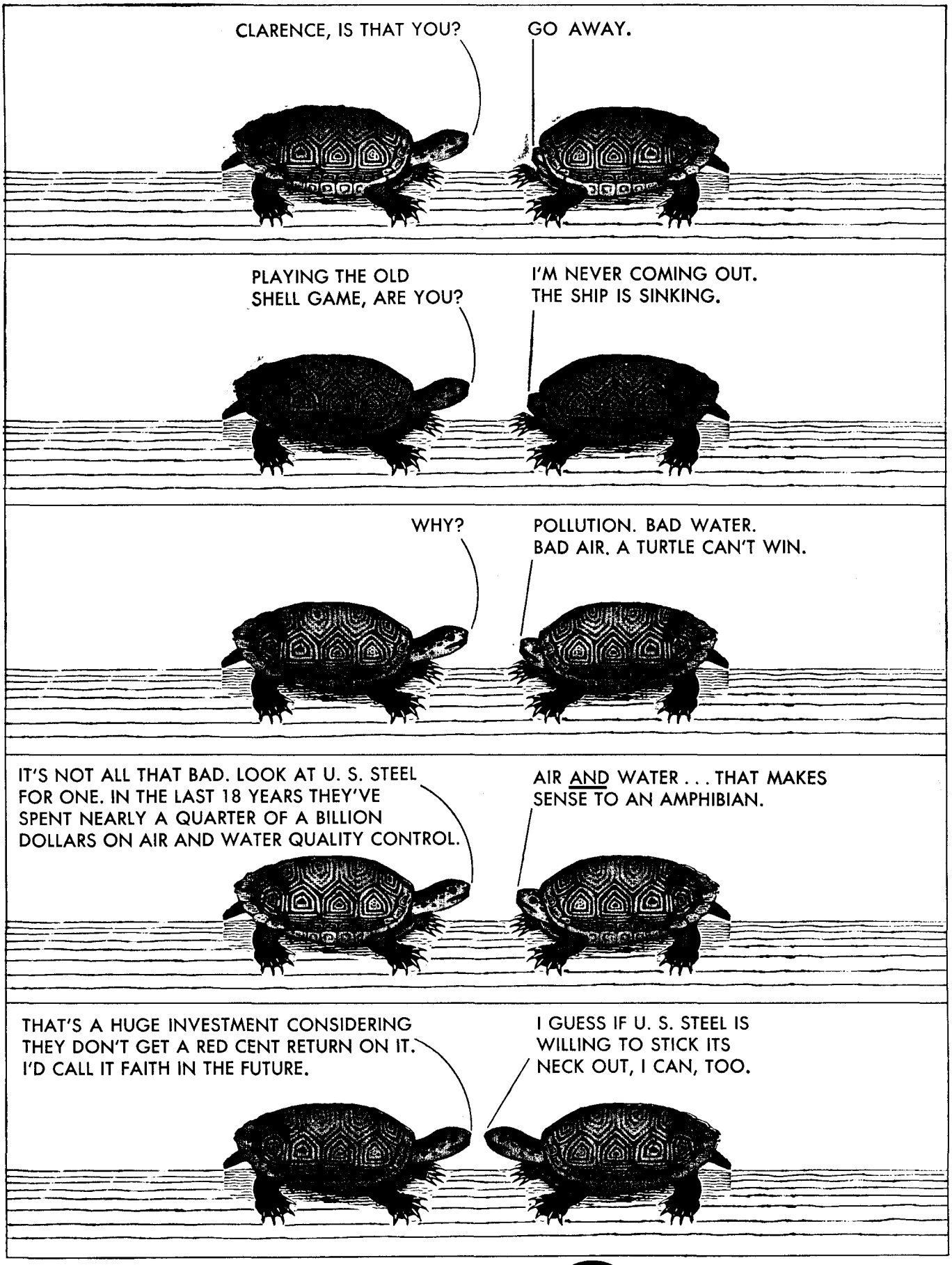
CLARENCE, IS THAT YOU?
GO AWAY.
PLAYING THE OLD SHELL GAME, ARE YOU?
I'M NEVER COMING OUT. THE SHIP IS SINKING.
WHY?
POLLUTION. BAD WATER. BAD AIR. A TURTLE CAN'T WIN.
IT'S NOT ALL THAT BAD. LOOK AT U. S. STEEL FOR ONE. IN THE LAST 18 YEARS THEY'VE SPENT NEARLY A QUARTER OF A BILLION DOLLARS ON AIR AND WATER QUALITY CONTROL.
AIR AND WATER . . . THAT MAKES SENSE TO AN AMPHIBIAN.
THAT'S A HUGE INVESTMENT CONSIDERING THEY DON'T GET A RED CENT RETURN ON IT. I'D CALL IT FAITH IN THE FUTURE.
I GUESS IF U. S. STEEL IS WILLING TO STICK ITS NECK OUT, I CAN, TOO.

USS United States Steel

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THE Intellectual Migration

EUROPE AND AMERICA, 1930–1960

EDITED BY
DONALD FLEMING and BERNARD BAILYN

These reminiscences, memoirs and personal accounts of the distinguished scholars and artists who fled Hitler's Europe form an unparalleled record of a vital era in American cultural history. Exiles such as Leo Szilard, Franz Neumann, Paul Lazarsfeld, Theodore W. Adorno and Walter Gropius were to have a profound impact on their adopted country, which in turn, would influence their careers and achievements, often in lasting, fundamental ways. Now, far enough from the migration to see it in perspective, the leading figures interpret it in a work that not only reflects growth and change in American life, but documents the rich legacy of genius in the refuge of an alien land. $12.95

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pian frame of mind and a lucid intelligence. There was almost nothing petty about him. He was astonishingly youthful in his interests and sense of play. His humor seemed capable of infinite self-renewal. He was vain, but the expression of his vanity was delicate, verging on modesty. He was tremendously alive and increased one's own vitality.

We met for the first time in Rustic Canyon when we were neighbors at the Hartford Foundation, a now defunct artists' colony near the Pacific. He was lonely then, having recently lost his wife Eliena. He dreaded the long evenings.

We would take night walks on the asphalt road, climbing out of the canyon. He would surprise me by the rapidity and ease with which he climbed at seventy-four.

He had a nephew, a doctor of medicine, who lived in Portuguese Bend. On one occasion, Peter Eastman invited us to go to Catalina on his cabin cruiser with his wife. It was a choppy day; small-craft warnings were up. Soon we were speaking against the noise of the seas breaking over us. I rarely get seasick, but this time I was beginning to feel unwell.

Noticing that I was pale, Max asked me if I was all right. I said I wasn't. He said nor was he. We glanced at Peter, hoping he was ready to turn back. But Peter seemed as determined to reach Catalina as Captain Ahab was to kill the white whale.

Suddenly an idea dawned on Max.

"We're not having *fun*!" he said to me, his eyes wide with surprise.

Turning to Peter, he growled in an admiral's tone, "Peter! Turn her back! Charles and I aren't having *fun*!"

Peter, who knew the admiral as well as the pagan side of his uncle, turned her around.

In Max's philosophy, life was made for enjoying. If you weren't having fun you changed your course, or tried to. It was an aspect of his personality that made it rewarding to be with him.

(He had his large flaw. He was choleric on the subject of politics, which was why I always avoided the subject with him.)

We laughed at lunch in the harbor when I described with exaggerations that admiral side of Max. No one laughed harder than he. He knew the human comedy, as well as his role in it.

—CHARLES NEIDER.

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Accutron has the only watch movement that doesn't use a balance wheel. And that's why it's so accurate. Because nature gives balance wheel watches a bad time.

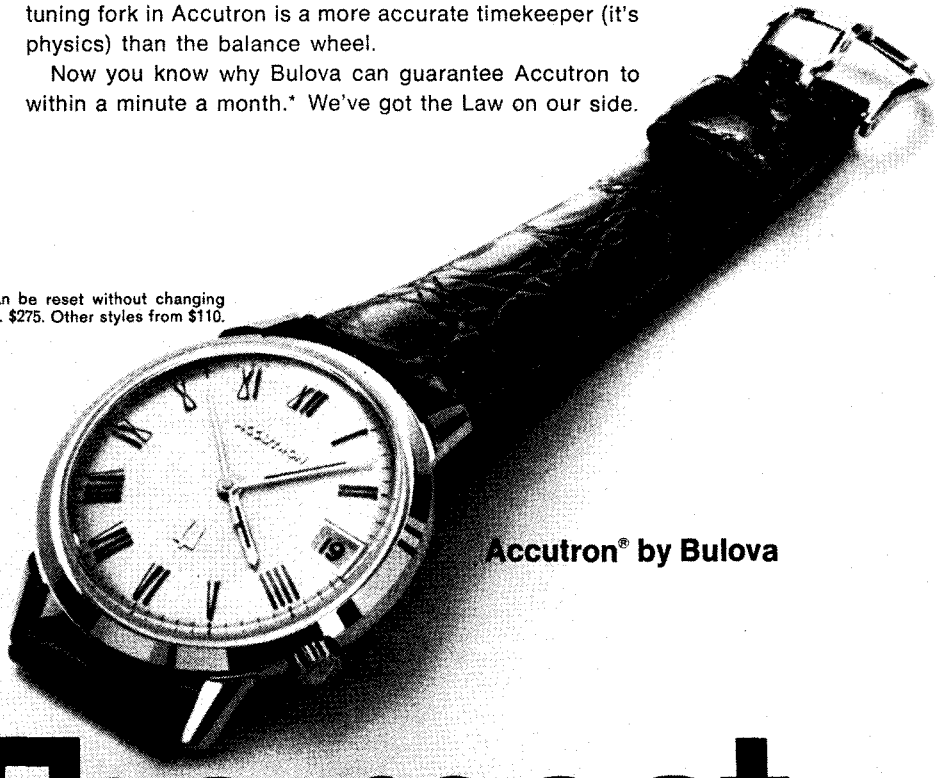
Balance wheels are very sensitive to the Law of Gravity, for example. Their rate of timekeeping is constantly changing, depending upon the position the watch (that is, your arm) happens to be in. The Accutron watch, on the other hand, has a negligible position error.

Then there's the Law of Friction.

Balance wheels have oiled bearings, unfortunately. The oil deteriorates, day by day, thereby increasing the friction. And changing the rate of timekeeping. Accutron doesn't have this problem. Its tuning fork has no bearings, so timekeeping isn't dependent upon oil.

But even if there weren't any gravity or friction to worry about, Accutron would still be a better watch. Because the tuning fork in Accutron is a more accurate timekeeper (it's physics) than the balance wheel.

Now you know why Bulova can guarantee Accutron to within a minute a month.* We've got the Law on our side.



CALENDAR "AD": 18K solid gold; date can be reset without changing time setting; water-resistant; shock-resistant. $275. Other styles from $110.

Accutron® by Bulova

The most accurate watch in the world.

*Timekeeping will be adjusted to this tolerance, if necessary, if purchased from an authorized Accutron jeweler and returned to him within one year of date of purchase.

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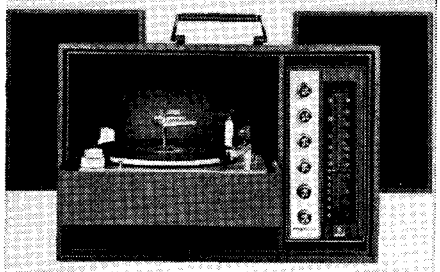
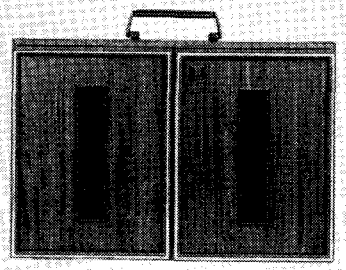
Magnavox.
The world's most luxurious portable stereo.

Inside



and out.



This Magnavox portable stereo phonograph, with FM/AM radio, is so well-engineered that it can actually outperform many highly regarded consoles. Powerful solid-state components deliver that rich, resonant sound Magnavox is famous for. Outside, smartly styled panels add an extra note of luxury. Available from selected dealers only. Magnavox portable stereo phonographs from only $29.90.

the magnificent Magnavox

Top of My Head

Goodman Ace

L'Affaire Le Butler and La Maid—II

Once again the strains of "Manhattan Serenade" introduce the Easy Aces, the program that asks the question: "Can a man and wife from the Midwest find happiness in a high-rise co-op apartment in the big city without the services of a personal maid, who has left them to find happiness in the loving care of old age social security and half-price tickets at the movies?" When last we met the Aces, Jane had decided to do without a maid. Mr. Ace would be the butler; she would be the maid. It is now one week later, and we find the butler and the maid discussing their domestic problem. Jane speaks:

"DEAR, I HAVE one question I want to ask you. I have a sister who lives in St. Louis."

"That is not a question."

"Oh. Well, do I have a sister who lives in St. Louis?"

"Yes, you do."

"Well, when her maid left them, she and her husband became the maids, and if they can do it, so can we. And if I'm wrong, I'm not far from it."

"Well, I've been pitching in and doing my part."

"Not all of it. You're not doing well in dusting. I noticed the top of your dresser. Dusting doesn't mean running your finger over your dust and writing 'Help!'"

"Well, I'm new at it; this is something our maid used to do."

"Don't mention her name to me."

"I didn't."

"When I think of all the years she was here and all my clothes I gave her."

"Your clothes! You're a size six and she was a sixteen."

"The gloves fit her."

"Look, let's forget about her—let's sweep all that under the rug."

"That's another thing. She . . ."

"I'm sorry I said that. But you have to admit that as a maid she was rather deft."

"Oh no, she wasn't. She heard what she wanted to hear."

"Look, Jane, she was loyal—she came to work on time every morning."

"How about that morning she was seventy-five minutes late."

"Seventy-five min . . ."

"Yes, sir. Three-quarters of an hour. And the week after that she didn't show up for two days."

"She explained it; she was sick."

"She had intentional flu, she told us. You don't get well in two days from that. All these years we were insufferable friends. Then out of a clean sky she ups and outs. People don't want to work."

"Well, you can hardly blame them. When they reach that age and they get social security, they feel they deserve a rest—got it coming to them. The world is their oyster."

"I know what you mean—you don't have to draw any blue points for me. It's just that I feel sad about the way she did it. She was like one of the family. Like an old family Airedale. Well, there's no use crying over spoiled milk. I just wanted to get it all out of my cistern. Now we have to get to work."

"I thought I'd go over to the office first and write a . . ."

"Not before you hang up all your clothes, put those shoes away, put that shirt in the laundry, and dust your Venetians."

"Yes, boss, and tote that barge and lift that bale?"

"Listen, dear, there's a time to joke and a time not. And this is it. Instead of complaining just think of the money we'll save by not having a maid. We'll save thousands."

"Are you talking dollars?"

"I'm certainly not talking cents."

"I pass."

"And what we'll save on shopping goes without saying. She spent money like a drunken tailor."

"Well, the cost of living is getting higher all the time."

"And you know why it is? Because prices are getting higher."

"Yes, the old question of the chicken and the egg."

"Yes, and butter, too. Everything's high. But she bought so much at a time. I buy less, so it doesn't cost as much. Well, let's get to work. Start hanging up those clothes of yours, while I clean this hall mirror. There's a big black spot on it, look at it."

"No, Jane, there's a smudge on your forehead."

"Oh well, you pick up your clothes while I go clean my forehead."

And that's the way it's been going for some time. She has been playing "Craig's Wife" and I've been playing Arthur Treacher. And somehow, despite all the scrambled dialogue, this hour of our travail has brought a new warmth to our relationship. No butler and maid can publicly make that statement.

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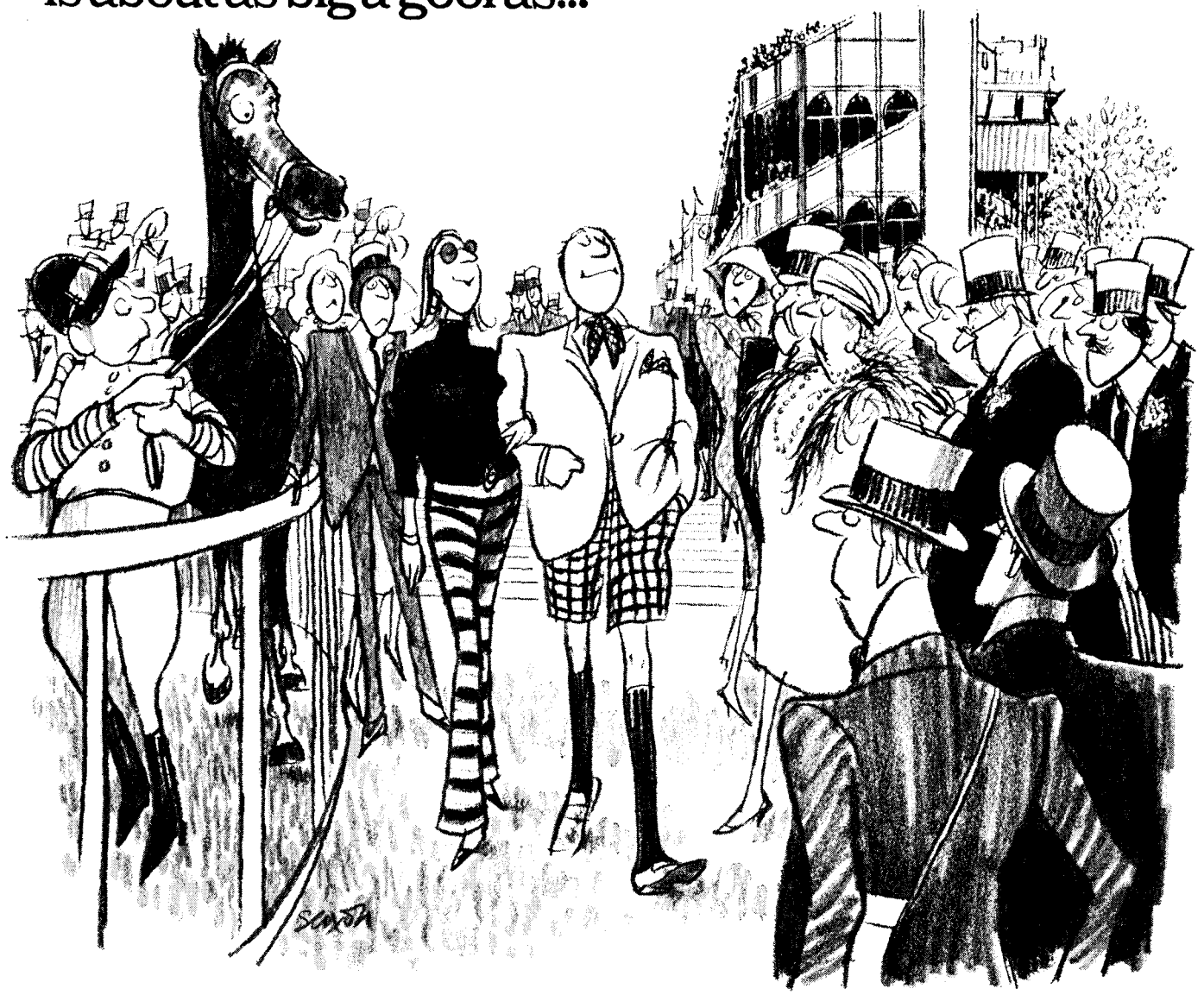
Going to England without American Express Travelers Cheques is about as big a goof as...



...wearing sport clothes to opening day at Ascot.

No savvy traveler would do such a thing. Nor would he risk the embarrassment and frustration of trying to use personal checks and letters of credit. Not to mention the *danger* of losing cash.

No problem with American Express Travelers Cheques. You can spend these Travelers Cheques everywhere—at hotels, motels, restaurants, nightclubs, shops, airports, railroads, gas stations—even at places far off the beaten track. (Try doing that with a lesser-known travelers cheque.)

American Express Travelers Cheques are famous as *The Rescue Money*. If your Cheques get lost or stolen, you go to the local American Express office or representative. (They're all over the world.) Get your missing Cheques replaced. And your trip is rescued.

American Express rescues more trips abroad with on-the-spot refunds than all other travelers cheques combined.

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So don't travel abroad—or in the U.S.A.—without American Express Travelers Cheques.

You can't go wrong with American Express Travelers Cheques.

The Rescue Money.

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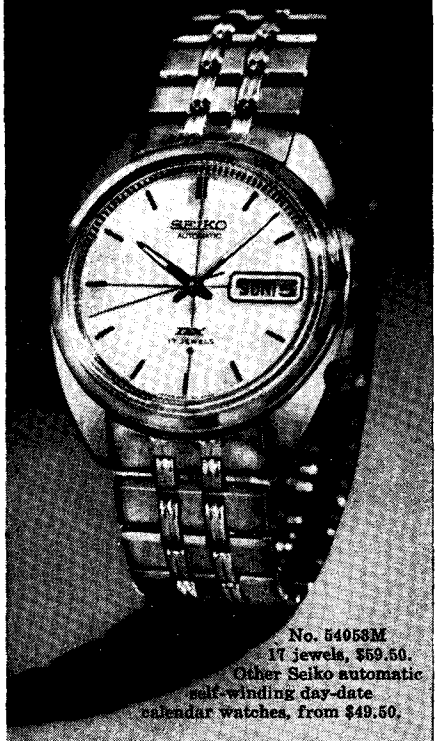
Hands off
our Seiko
calendar watch



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Just a touch of the finger and zingo! You're 'round to the first of the month.

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Trade Winds

Jerome Beatty, Jr.

How much do you know about campaign oratory? The following quotation is from a speech by a well-known person. Can you guess the author without looking at the end of this column for his name? (Courtesy of California's monthly paper, *The Dixon Line.*)

"The streets of our country are in turmoil. The universities are filled with students rebelling and rioting. Communists are seeking to destroy our country. Russia is threatening us with her might and the Republic is in danger. Yes, danger from within and from without. We need

law and order. Yes, without law and order our nation cannot survive. Elect us and we shall restore law and order."

One of John D. MacDonald's most popular books is being translated into Spanish by Gabriela Alves Neves. She is working with an edition of his book published in England and in which there was apparently a typographical error, the kind of thing that can play havoc with a translator. She wrote to the author as follows:

"Here I am again translating another of your books. This time is 'The Crossroads.' Owing to my seek of perfection, and because I cannot find the expression anywhere I dare to ask you the following favor:

"Could you be so kind as to explain me what do you mean by a 'toll-and-die-maker'? You used this expression to describe Sylvia's father. I do not know whether it is a profession or a psychological characteristic. 'Toll' is something related with bells ringing for someone who dies. Is it the man who rings the church bell on such occasions?"

This is the land of opportunity. A girl from Virginia, Marie Jane James, wanted to be a singer, but she couldn't get a break. So, in February, a New York con man signed her up for a stint at a Fort Myers, Florida, night club as Aretha Franklin. More than 1,000 people paid $5.50 each to hear her. Some people who had seen the real Aretha said that wasn't her, but nobody was sure, and nobody asked for their money back. When authorities finally caught up with her and jailed her, the publicity didn't hurt Miss James a bit. A Florida promoter came up with the cash to straighten things out and signed her up to a management contract all her own.

In the Pennsylvania Legislature the House has set up an Ethics Committee to keep an eye on members and make sure their conduct is ethical at all times and under all circumstances. However, it was done in a rather unethical manner. The recorded vote on the question was 187-0, but a quick nose count showed fewer than 150 Assemblymen in their seats. That meant that some members had broken the rules by pressing "Yes" buttons for members who were not present. A reporter from the Scranton *Times* commented that the Ethics Committee will have to start from scratch.

Robert Deane Pharr is fifty-two years old and a waiter at the Faculty Club at Columbia University. As of now, he is about one-third of the way through a novel he is writing on the backs of menus. Offhand, you might not hold out much hope for such an enterprise. But it isn't the first. Three years ago he finished a manuscript which has just been published by Doubleday. Entitled *The Book of Numbers,* it is the fictional biography of a Negro numbers banker, based on Pharr's experiences in that racket in the 1930s.

In those days, the numbers game was controlled by blacks, and a banker

handled vast sums of money, sometimes amassing a million dollars for himself. Pharr's book describes those times and the lives of young men and women who were involved in the wealth of the numbers business. *The Book of Numbers* is unusual in that it is about blacks only. It has received good reviews, and the publisher hopes the Faculty Club doesn't run out of menus.

From our nation's capital comes word from Gerald Cullinan that, despite the change in administrations, we need not fear the loss of the old traditions, such as the use of bureaucratic language. Cul-

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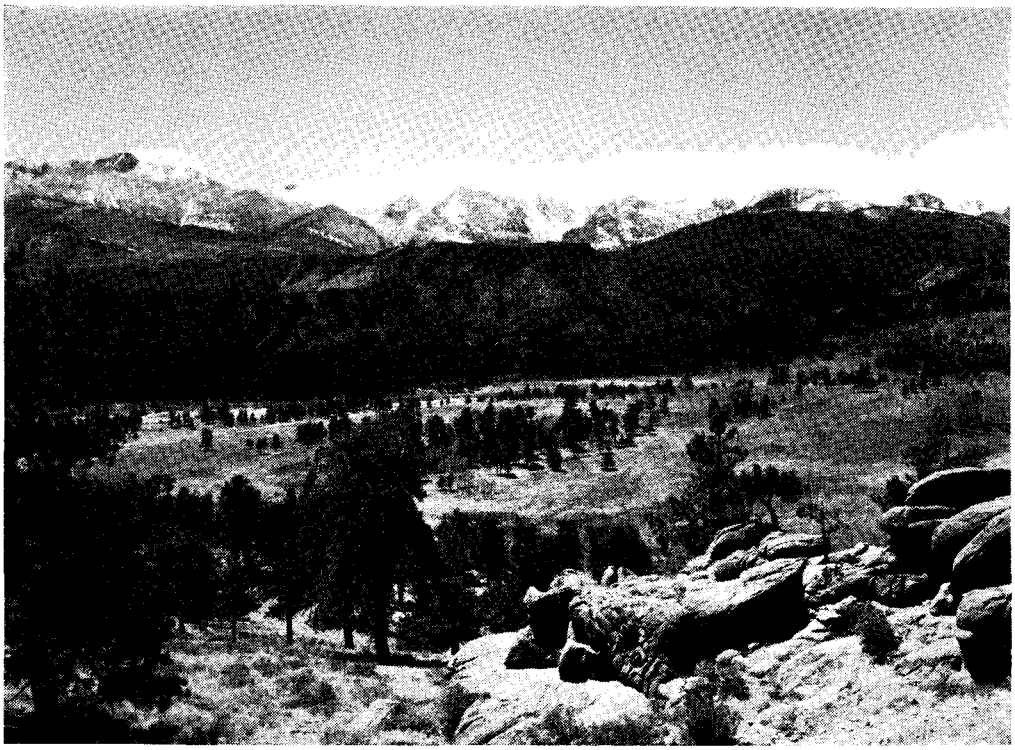
Kodak



Outpost on the Front Range

70% of the American people are jammed onto 1% of the land. If inhabitants of the other 99% like it that way, it's easy to see why. Nevertheless, we are finding a welcome around Windsor, Colorado to match the beauty of the Front Range of the Rockies. We are putting up a plant there, our first U.S. photographic manufacturing plant away from Rochester, N.Y., which is now just on the edge of Megalopolis.

Several dozen supervisory people are coming out from Rochester to get the new factory going. "Doer" types—they and their families. Conditioned to ask how they can lend a hand to whatever needs doing locally. By and by, about 900 of the thousand or so people working there will have been hired locally. Whether they will have come in from half a mile away or from 2,000 miles away is up to them. Whatever their origin or ancestry, they ought to be doer types themselves who insist on living and working in a place no less pleasant than the Front Range was before we arrived. More prosperous but no less pleasant.

We can no more allow the neighbors in Colorado to regret their cordiality than we can slough off our responsibilities in Megalopolis. There is now more to business than good products, smart R & D, and a silky public relations department.

X-rays for a livelihood

Currently near Atlanta and soon in other localities we give an intensive two-week course to classes of 16 persons in the use of x-rays to see into objects other than the body. We are doing this because job openings in industry for radiographers often exceed the supply of people as well qualified for this work as our course makes them. No strong technical background is required for admission, but a $300 tuition fee promotes an attitude of dedication. Details from Eastman Kodak Company, Department 741, Rochester, N.Y. 14650.

The never darkened classroom

The "knowledge" industry is reported to have replaced defense as the major growth industry. It demands less complicated engineering. With engineering attracting youth a bit less of late, the resulting engineer shortage may pinch less than had been feared.

In this cheerful mood, it is pleasant to report that audio-visual dealers can now fill orders for KODAK EKTALITE Projection Screens, a significant contribution by our engineers to educational technology. Since the suggested list price of these 40 x 40-inch screens is only $65, they can't be terribly complicated. Nevertheless, their directionality into a space 30 degrees high by 60 degrees wide yields for the same projection six to eight times the brightness of any other screen we know where to buy, or about 16 times the brightness of a matte screen. Ambient light coming from outside the viewing space is reflected outside that space. It cannot dilute the color of the image nor kill its contrast. That's the main point.

So without the fuss and perils of going dark, the teacher moves frequently and easily in and out of the picture mode of communication, with inexpensive, low-powered equipment. Today, of course, kids are totally immersed in an endless stream of miscellaneous images, but the right image at the right moment is still most desirable.

Another reason for calling the KODAK EKTALITE Projection Screen significant is that classrooms which need never be darkened cost less. There needn't be any better reason.

"Prices subject to change without notice."

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Pedestrians Love New York's Drake Hotel. Almost everything is five minutes away.

But that's not the only reason. They love it for its charm, its grace, its very definite personality. They love its new velvet walled lobby; its big, high ceilinged rooms; its spacious bathrooms with their king size towels and big cakes of soap and its telephone ladies who worry about their messages.

They love it because it's been newly refurbished, centrally air conditioned and completely modernized without losing any of its fascination and élan.

If it's elegance and warmth and personal attention you're after, come to the Drake. You're certain to love it, too!

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A Loew's Hotel · Preston Robert Tisch, President

linan was asked to advise a group of appointees on certain aspects of his field of reference (unstated). He tells me:

"When I was through expounding my views, one young man (who was smoking a pipe rather badly) pressed his fingers together, looked up at the ceiling, and said, 'On balance, I think it is safe to say that I couldn't possibly disagree with you less.' "

Sharps and Flats: The campaign speech quoted earlier was made by Adolph Hitler in Hamburg, Germany, in 1932.

► Maxwell Geismar and Peter Jennison spoke May 8 at the Westchester County Library Association meeting. The topic was "Fiction Today, or, Nobody Knows the Trouble Obscene."

► Everybody is sending me this one: Show me *Portnoy's Complaint* and I'll show you the gripes of Roth.

► In the April 3 issue of the University of Toledo's *Collegian* appeared this notice: "The Newman Club will not hold Mass Sunday due to the Easter holiday."

► Gordon Manning knows an uptight, nervous, overworked executive who jumped into a New York taxi and cried, "Circle 6-2100, driver, and hurry!"

► On Chicago's Michigan Avenue the NO PARKING signs are under the jurisdiction of the Chicago Parks Commission.

► *The New York Times* critic Jack Gould, reviewing the television showing of *A Midsummer Night's Dream*, wrote that, "This production may conceivably have leaned too heavily on Shakespeare's script."

► Maybe this sign isn't meant to be funny. It appears in the window of an electrical appliance shop on Manhattan's 22nd Street: WE FIX ALL KINDS OF REPAIRS.

► Do you know how to tell a male chromosome from a female chromosome? Pull down its genes.

SOLUTION OF LAST WEEK'S KINGSLEY DOUBLE-CROSTIC (No. 1831)

A. (LBERT) B. GERBER:
BASHFUL BILLIONAIRE

Howard Hughes . . . gave up the ownership of automobiles because after he parked one he could never remember where he had left it. He would on occasion borrow a car from one of his employees and then forget that he had borrowed it, and consequently not return it.

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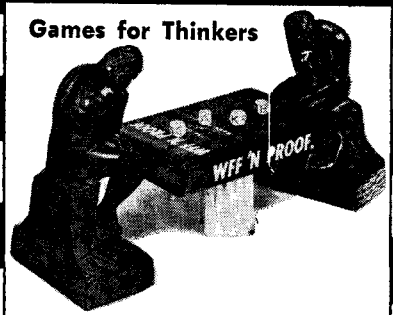
Games for Thinkers



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Our man in Southeast Asia is a seventh grader.

He's part of an interesting teaching project being conducted by Karen Langton, seventh grade teacher at the Ida Price Intermediate School in San Jose, California.

"All my students are foreign correspondents"

"I wanted to have my students become more personally involved with the news around the world. So, this semester, I decided that each student would cover an area of the globe. He'd have to read the papers, magazines and watch TV news to keep current on what's happening in his location. Then he'd have to come up with a report and analysis.

Mrs. Langton *Ida Price School*
San Jose, California

"Our own newsweekly"

"Having students report on areas of the world is a nice idea, but it's not really different from previous assignments. So we decided to *publish* their reports! I told the students that their news stories would be compiled into a magazine called WORLD. And did *that* get them interested!

"Reporters make wonderful students"

"When they realized their work would be 'published', the students became enthusiastic about their assignments. Some stayed late to help me type their reports on masters, which I then ran off on our duplicator. We put the 9 or 10 duplicated sheets together, and *voilà* we had a magazine.

"WORLD really worked"

"It turned out that analyzing current events is a lot easier to do with a room full of foreign correspondents (even if they're in the seventh grade) than it was with an uninvolved group of students. My WORLD reporters worked hard to contribute by-lined news reports they could be proud to see in print. And that helped them study and absorb current events."

If you would like to receive a copy of the students' WORLD magazine, please write to A. B. Dick Company 5700 W. Touhy Avenue, Chicago, Ill. 60648

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"Do You have a little Squirt for a Father?"

asks Ralph Taylor Phg.

PRESIDENT, CASWELL-MASSEY (AND A FATHER HIMSELF)

"IT IS NOT MY INTENT TO DISPARAGE the physical proportions of anyone's pater. I merely wish to direct your attention to a little squirt dear to my own heart, and certain to warm his. Namely — **Caswell-Massey's LEMONY-LIME COLOGNE.**

By all odds, this must rank as the most citrusy of scents ever squeezed into one bottle! Indeed I would wager that our LEMONY-LIME is easily twice the fragrance of any other. **Doubly zesty, it is not a solitary scent, but a wedding of two**—prime citrus oils, laboriously coaxed from their skins by hand scraping—not merely an extract, hastily arrived at by immersing rinds in solvents.

We give short cuts short shrift at Caswell-Massey. We permit our LEMONY-LIME to slumber to maturity for weeks. We freeze and clarify each small batch. We fill each glass tincture bottle by hand, just as we did in 1752 when we created America's first cologne for the Father of our country. Such patient processing explains why Caswell-Massey's LEMONY-LIME smells so much more natural and rounded than mass-made merchandise.

A diligent search on your part should uncover our tart, tangy LEMONY-LIME Cologne, soothing After Shave Lotion, concentrated Toilet Water and luxurious Whale Oil Soap at many men's and gift shops and department stores. Prices begin at $4.00 for both Cologne And After Shave: $10.00 for our Toilet Water: $4.75 for 3 hefty soap ovals. If you can't find us, take this fatherly advice and drop me a line. **But before June 15th!"**

CASWELL-MASSEY Co. Ltd. Dept. R1
114 East 25 St., New York, N.Y. 10010

Give him a Citrus Set!

"My suggestion for Father's Day: A Caswell-Massey Presentation Set containing a 3 oz. bottle of the very LEMONY-LIME Cologne aforementioned, plus a giant aromatic green bath oval of our fiercely lathering LEMONY-LIME Whale Oil Soap. Both just $6.00."

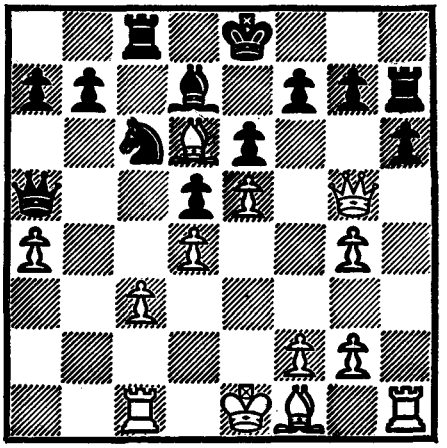
Chess Corner—No. 135

PAUL MORPHY of New Orleans, the first unofficial world chess champion, Jose Raoul Capablanca, the Cuban genius and world champion, Sammy Reshevsky of Spring Valley, New York, a six-time United States champion, and Bobby Fischer of New York, an eight-time United States champion, were authentic child prodigies. At the age of twelve, Morphy exhibited a talent and maturity second to none and, at the age of four, Capablanca was critical of his father's play. Tiny Sammy, at six, when he could barely reach the tabletop, engaged in a simultaneous performance in Berlin, and Bobby Fischer, when he was thirteen years old, created the stunning masterpiece known as The Game of the Century.

What sets off a prodigy from the field is a matter of conjecture. But it is safe to say their common denominator is talent and love.

Here is a game from the fourth annual Greater New York High School Championship which attracted 182 players from schools throughout the metropolitan area. In Ira Richmond vs. Danny Shapiro, the table of relative values goes out the window as Queen and Rook are "sacked" with impunity.

Richmond White	Shapiro Black	Richmond White	Shapiro Black
1 P-K4	P-K3	11 P-QB3	N-B4
2 P-Q4	P-Q4	12 N-N3	NxN
3 N-QB3	B-N5	13 RPxN	N-R4
4 P-K5	P-QB4	14 Q-B2	R-QB1
5 P-QR3	BxNch	15 B-N4	P-KR3
6 PxB	Q-B2	16 P-N4	N-B3
7 N-K2	N-QB3	17 Q-Q2	N-R4
8 P-QR4	PxP	18 Q-N5	N-B3
9 PxP	N/1-K2	19 B-Q6	Q-R4
10 B-R3	B-Q2	20 R-B1	R-R2



21 RxP	RxR	28 QxNch	K-B3
22 QxP	K-Q1	29 B-N5ch	QxB
23 Q-N5ch	P-B3	30 PxQch	KxP
24 PxP	B-K1	31 QxPch	K-B5
25 P-B7ch	K-Q2	32 QxRch	K-Q6
26 P-B8/Q	R-N3	33 Q-R6ch	K-K5
27 Q/5-K7	NxQ	34 Q-K2 Checkmate	

—AL HOROWITZ.

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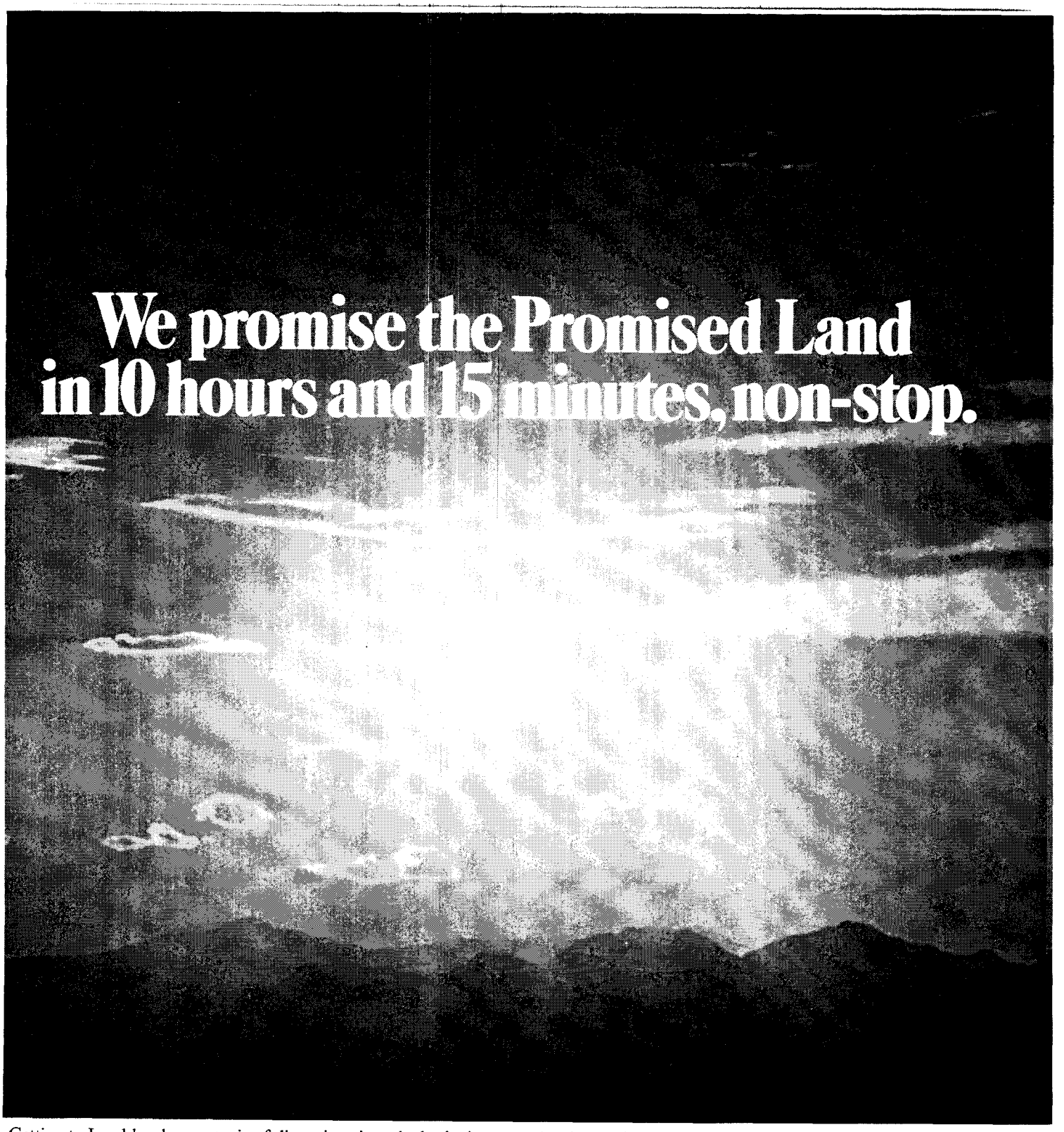

Getting to Israel has been a topic of discussion since the beginning f recorded time.

It took Moses 40 years to make it. Some pioneers spent a lifetime ying to get there.

But if you leave from New York, you can be in Israel in just 10 hours nd 15 minutes.

(If you're making a connecting flight to JFK, you'll be met by our halom Service and escorted right to the EL AL Departure Lounge.)

As of June 19th we will have 11 non-stop flights a week between New York and Tel Aviv. (Right now we have 7.)

We also have 11 flights a week that stop in either London, Paris, Geneva, Rome or Athens before continuing on to Israel.

So when going to the Promised Land is a topic of discussion in your household, call EL AL.

After all, who knows more about Israel than the airline of the people of Israel?

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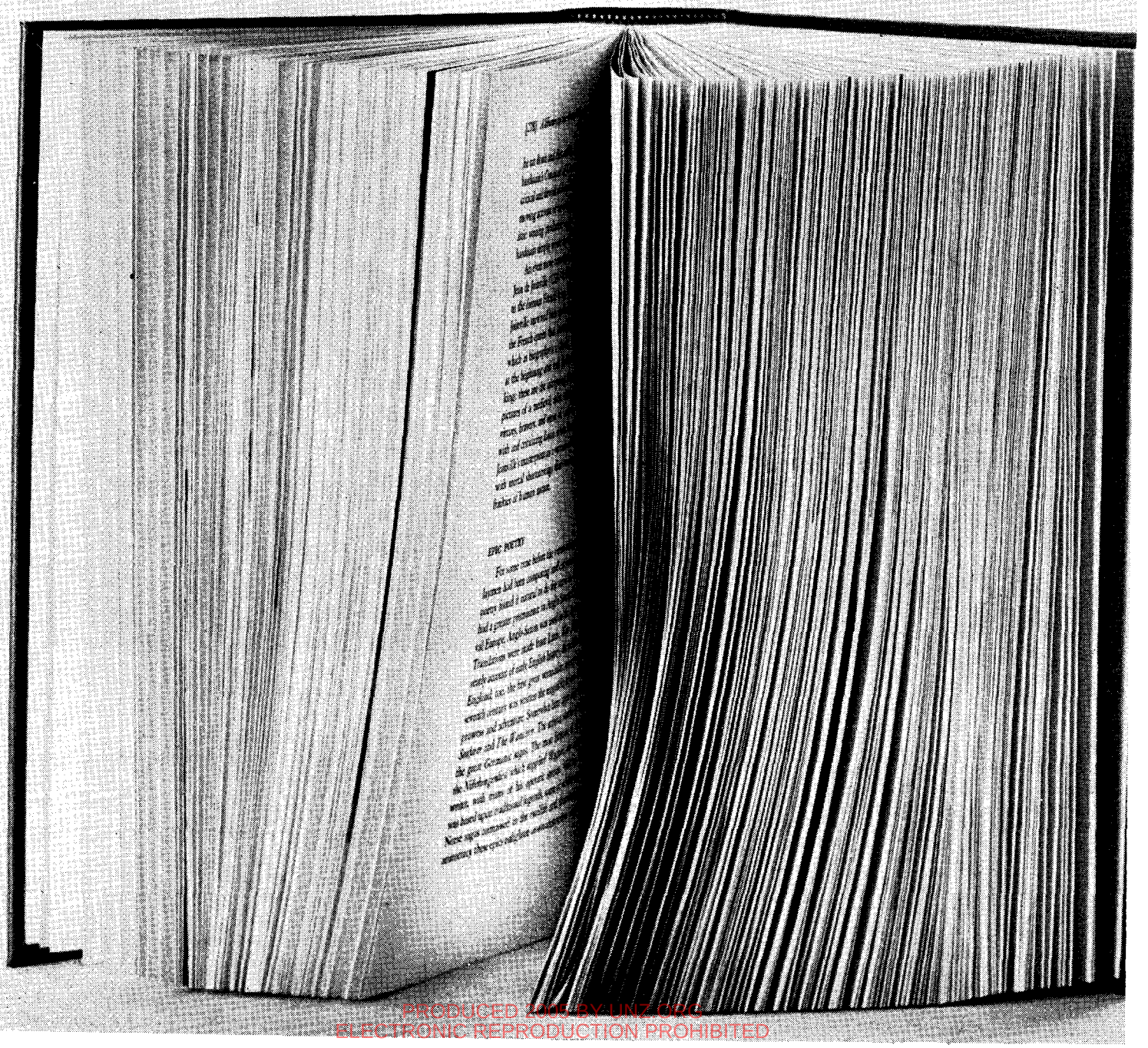

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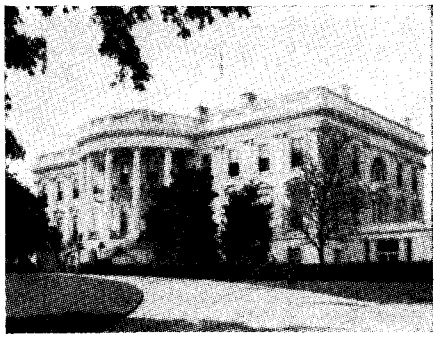

THE FIRST HUNDRED DAYS OF RICHARD M. NIXON

By THEODORE C. SORENSEN

"I NEVER made a mistake," Will Rogers once said of his wholly ceremonial role as the honorary "Mayor" of Beverly Hills, "partly because I never made a decision." It would be unfair to characterize President Nixon's first months in office with such sweeping irreverence. But it is true that he has not made either the number of mistakes his most fervent detractors expected or the number of decisions his most fervent admirers desired. The most visible hallmark of his first one hundred days in office has been caution.

Ever since Franklin Roosevelt utilized his first one hundred days in the White House to unleash a host of Executive orders dealing with the Depression and to jam accompanying legislation through the Congress, a comparable period at the start of each new administration has been interpreted by the press as the first measuring-stick of a new President's response to that office. Every recent President has been subjected to that test; every recent President has resented it. For FDR, elected in a landslide vote, had acted at a time of deep national crisis, when the national will was nearly paralyzed, when urgent presidential action was demanded with virtual unanimity by the public, and was accepted with relative docility by the Congress. The transition period of preparation between election and Inauguration, in those days before the Twentieth Amendment, stretched into March. No subsequent President has had a comparable opportunity under comparable circumstances. John Kennedy deliberately inserted into his Inaugural Address the phrase "All this will not be finished in the first one hundred days" in order to reduce expectations for that period. Neither he nor his predecessors or successors felt any test was truly valid prior to the mid-term congressional elections and the following presidential election itself.

President Kennedy's concept of the Presidency, however, did require him to fulfill his pledge to "set forth the national agenda" early in his first term, to use that period—while the Legislative branch was getting organized and the nation was eying him both eagerly and anxiously—to outline his major legislative goals, to take the initiative with a divided Congress and country. As the result of intensive work on his part with his aides, new appointees, and transition task forces, he was able to send to Capitol Hill during his first hundred-day period some sixteen comprehensive messages and some 277 separate requests for legislative action. By the end of June, he had signed into law all seven of the economic recovery measures he had proposed in his first message.

President Nixon has taken a wholly different course. To the surprise of those observers who had assumed that his experience in Washington would enable him to seek early implementation of his more specific campaign pledges, he has deliberately chosen a slow and measured pace. Despite fretting from Republican legislators that a Democratic Congress was filling the publicity vacuum if not the power vacuum left by the unprecedented paucity of Administration messages, the President has preferred to exude an attitude of steady, low-key calm, compromise, and continuity. He has made very few new proposals, has postponed most controversial decisions, and has sought to create an atmosphere of quiet prudence instead of bold action.

He has concentrated in part on reshaping the apparatus of government to fit his own needs, on a reorganization of the decision-making process rather than the decisions themselves. He has effected new machinery for urban and foreign affairs, commissioned new studies and committees, and developed improved coordination procedures. Real presidential control of the Executive branch is an important first step for any President given time to achieve it, although this emphasis on Mr. Nixon's part seems inconsistent with the slow pace of presidential appointments below the Cabinet level. In this area he has shown neither the sense of partisan housecleaning (with respect to Democratic holdovers) nor the sense of urgency (with respect, for example, to such a crucial ambassadorial post as Bonn) that some of his advisers might have felt desirable.

THE President has also concentrated, as befits a man elected with the smallest proportion of the popular vote in half a century, on his own public relations and standing. His televised news conferences have been unqualified successes; his role during the Eisenhower funeral was smoothly carried out, his public appearances have added to the sense of relaxation and order he has sought thus far to inspire. While many of this country's best friends in NATO winced at his fulsome salute to General de Gaulle, the one man most responsible for blocking progress toward political integration in Western Europe, Mr. Nixon's highly publicized tour of European capitals undoubtedly did much to dispel some of the clouds—if not the conflicts—surrounding the Western Alliance; and atmospherics can be important to the smooth functioning of any alliance.

One of his most surprising acts of restraint, in view of his assumed pro-

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clivity toward a strong Presidency, was his decision not to deliver a State of the Union Address to the Congress, confining himself instead to a brief and highly generalized written message. Ever since Woodrow Wilson and Franklin Roosevelt revived the practice of delivering this Constitutionally mandated message in person, the annual State of the Union Address has been regarded as an important tool of presidential leadership. Presidents in their first year normally welcome this opportunity to be compared with their predecessors; the advent of television has helped dramatize the presidential face-to-face initiative this occasion represents. Moreover, as Wilson wrote to a friend, "A President is likely to read his own message rather better than a clerk would."

Nevertheless, President Nixon chose not to take this opportunity; the Congress, embarrassed by its own inactivity following a pay raise but too poorly organized and staffed to proceed very far on its own, grew understandably restless as the weeks went by. Belated and sometimes vague messages as distinguished from draft legislation on tax reform, welfare reform, crime, urban affairs, revenue sharing, Selective Service, mass transit, and hunger were not enough to start the idle legislative wheels turning. Congressional Democrats refrained from criticizing the President's pace, however—partly because his mild middle-of-the-road approach had thus far contained none of the partisan attacks or anti-Communist scare words that had previously characterized his campaigns, and partly because they realized that a public weary of political controversy was unwilling to see the new President judged before he had ample time to perform.

The Gallup Poll indicated that both President and Congress read the public correctly. Mr. Nixon's standing rose steadily among voters of both parties in all sections of the country. Conservatives disappointed in his moderate approach still hoped he would prove to be one of theirs. Liberals expecting immediate disaster confessed with pleasure that it had not happened. The working press longed for more exciting headlines, but gave generally high marks to his new image of quiet circumspection.

CLEARLY a majority of the American public, after a traumatic year of assassinations, riots, crises, crime, and protests, wanted a respite from political acrimony and divisiveness. The new President thus sought deliberately to make no waves, to lower his voice, to "cool it." The Congress, having cleared up most of its enactable backlog during the previous eight years, did not pressure him for more. The 1968 election results, producing a popular-vote majority against the winner and the slenderest of electoral vote margins for him, was not a mandate for bold, new initiatives.

There were other practical reasons for Richard Nixon's slow tempo at the start. The enormous complexity of modern life produces no quick and ready-made answers to the problems of urban blight, inflation, and foreign entanglement. The budget inherited from President Johnson proved to have far less domestic fat available for cutting than campaign oratory had admitted. Progress at home cannot be cheaply bought. But being unwilling to raise taxes in the face of a possible "taxpayers' revolt," the President felt obligated to achieve a larger net reduction in federal expenditures in order to combat inflation with a larger budget surplus. That severely restricted his interest in new federal programs to meet domestic needs.

Much of his time, moreover, has been devoted to world affairs. Unlike JFK, who faced major crises in the Congo, Laos, Vietnam, Cuba, and elsewhere during his first hundred days, Mr. Nixon faced no new major international threats or incidents (other than the downing of our spy plane by the North Koreans), hence facilitating a slow and steady approach in the foreign affairs area as well. But the problems he inherited in Vietnam, the Middle East, and elsewhere did not lend themselves to early solutions. His conciliatory approaches toward Peru and Cambodia may well bear useful fruit in the long run. Both the present and the proposed disarmament talks hold hope for the future. But these gains are only speculative; his initiation of Four Power talks on the Middle East against Israel's wishes may well prove to be sadly mistaken as well as futile, if such talks increase Arab intransigency in the hopes of obtaining support from an obviously biased U.N. Security Council.

The real test of the Nixon hundred days, however, and very likely the most important test of the Nixon Administration, is Vietnam; throughout the hundred days a weary public, both hopeful and skeptical after the last four years, waited for some more solid signs of progress than the claim that secret negotiations were making headway on undefined subjects. The President's reliance upon Ambassadors Lodge and Bunker, seemingly tied to old policies and the recalcitrant Saigon regime, the reassertion through Secretary Laird of the Pentagon's belief in American gains on the battlefield, and the continued refusal of the Thieu-Ky regime to pay more than lip service to the concept of an open political system were all ominous portents of little movement in American policy. But the President knows as well as any man that an early end to the war is an absolute prerequisite to his healing the divisions in this country, halting inflation, and obtaining the fiscal resources necessary to attack domestic social problems. He has, therefore, not escalated the war and has made clear through background press statements that terminating it is his No. 1 priority.

All this is not to say that no contro-

"Of course, it's long distance. Every blasted call I make is long distance."

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versial domestic decisions of any kind have disturbed the new Washington atmosphere of tranquility. The President's tax package stirred some criticisms, including his small but nevertheless courageous beginning on tax reform. His posture of professing to believe in direct presidential elections, while endorsing an unwise Electoral College reform as more likely to pass, cannot be termed equally courageous. Nor can his instant retention of the old hostile China policy. But the President has not tried to please everyone or to postpone all hard decisions. Civil libertarians were displeased with his Administration's support of wire-tapping, bugging, and preventive detention, as well as his nomination of Otto Otepka to the Subversive Activities Control Board. Patronage-hungry Republicans were displeased with his reorganization of the Post Office Department. Labor leaders were disturbed that his anti-inflation efforts would reduce job expansion, and that his budget changes cut back a proposed Social Security increase.

IN fact, the federal budget—that thick, dreary compilation of dry and dusty figures—offered Mr. Nixon both his most difficult and crucial decisions thus far, and his greatest opportunity to signal change. Had he cut back sharply on the Joint Chiefs of Staff requests for massive new weapons systems and other arms, and then allocated at least part of those savings to alleviate hunger and poverty in this country, that move alone would have done more than any other (except ending the war in Vietnam) to win over his critics and reconcile the country. Instead, he committed himself to do battle for the ABM—which, even in its reduced version, has become the national symbol of the growing struggle between the Pentagon and the public welfare for budget supremacy—barely scratched the huge defense budget, and cut back on those urban and other domestic programs that were already under-financed, including anti-poverty programs, Model Cities, education, mental health, Medicaid, and others. These were not large reductions, and some meritorious programs were slightly increased, but the opportunity missed was much larger.

John F. Kennedy's hundred days of glory were ruined when he yielded to those cold warriors urging the Bay of Pigs invasion. The ABM-defense budget decision, urged upon President Nixon by much the same kind of military minds, may prove over a much longer run to have been his Bay of Pigs. If, as a result, the Soviet-American arms race is heated up again, carrying the buildup on both sides past the point where effective limitations on strategic and defensive missiles can be negotiated, Mr. Nixon's flexibility, in both foreign and domestic affairs, as well as his hopes for serious accomplishment in either, will be drastically curtailed.

"They went up the hill to fetch a pail of water —How should I know if it was fluoridated?"

The President deserves time. He deserves our patience. He cannot be expected to solve every problem either soon or singlehandedly. "Every President," wrote John Kennedy, "must endure a gap between what he would like and what is possible." No doubt Mr. Nixon would like to do more. While he may come to be criticized for his caution, his moderation, his delays, and his efforts to unite the country around his personal image, so too were Franklin Roosevelt and Abraham Lincoln, as well as Dwight Eisenhower and Lyndon Johnson. So was John Kennedy, whose most important innovations did not come until his third year in office.

But if, as some suggest, Mr. Nixon hopes to stretch his honeymoon period of non-controversial good will throughout his full four-year term, the domestic controversies he hopes to avoid can simply not wait that long. He seeks—and he needs—to reconcile the nation, to bring those most alienated and distrustful back into rapport with our society. He is right not to arouse hopes in these breasts that he cannot fulfill, but he is wrong if he believes that the forces of frustration and fury in those same breasts are not slowly regathering steam.

Having made no effort to win black voters during the presidential campaign, he has thus far only confirmed their suspicions by his ill-timed announcement of Clifford Alexander's replacement as chairman of the Equal Employment Opportunity Commission, and by ambiguities in his position on the desegregation of Southern schools and textile mills. Having gained few supporters among the very young and the very poor, his cutbacks in the Job Corps and other poverty programs have not eased their sense of unrest.

It will take far more than a grant of $200 million in post-riot reconstruction money to reverse the decline of our cities. It will take far more than a Rusk-like belief in mere survival to surmount the crises that face us abroad. The President must lead as well as survive, generate new vistas as well as rebuild old ones, reallocate our resources and reassess our position as well as stay attuned to public opinion (after the fashion of William McKinley, who, in the words of Speaker Joe Cannon, "kept his ear so close to the ground he got it full of grasshoppers"). As has been rightly said:

> The days of a passive Presidency belong to a simpler past. . . . [The] President must take an activist view of his office. He must articulate the nation's values, define its goals, and marshal its will.

The words sound like John Kennedy's in the 1960 campaign. They were spoken by Richard Nixon in the 1968 campaign. Time—far more time than a hundred days—will tell whether President Nixon is able to live up to this commendable standard.

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The Mississippi Ballot Box

Federal legislation now extends voting rights to all the state's citizens. But next year this protection may be removed.

By JOHN W. LYON

NORTH of Jackson, Mississippi, the delta country suddenly begins just beyond Yazoo City. The rolling hills end and an absolute flatness starts. The dark, rich soil makes the flatness a thing of strength. Man seems dwarfed. He has built the shacks that alone break the delta's plane, and often these crumbling hovels seem to be trying to get back into the delta's soil, or perhaps the delta is gently pulling them into her bosom.

In some respects, the wonder of the delta applies to all of Mississippi. This is a varied state, both in its geography and its people. East and south of the delta lies the hill country, the region that inspired William Faulkner's great-grandfather to build a railroad. The southeast also has its own distinctive character, as it was largely pine timber, much of it still virgin at the end of the Civil War. By contrast, the southwest, best known for Natchez, was the center of the pre-Civil War white, cotton aristocracy. Paradoxically, it was this region that almost sent Negro Charles Evers to Congress in 1968. Finally, there is the Gulf Coast, which was settled by the French in 1699 and has much of the cosmopolitan quality of New Orleans.

Yet Mississippi in its diversity faces a problem common to each of its sections. With the largest percentage Negro population of any state, Mississippi must decide what kind of a relationship its Negro and white citizens will have as the state enters the 1970s. For the last four years, this relationship has been greatly affected by the Voting Rights Act of 1965. The impact of this legislation on all Mississippians is worth consideration.

Curiously, the Act has not led to universal Negro voter registration. According to the statistics of the United States Commission on Civil Rights and the Southern Regional Council, 40 per cent of eligible Negroes remain unregistered in Mississippi, while only 8 per cent of the state's whites are not registered. The reasons for the large number of unregistered Negroes are many. Traditional fear of white reprisal can still be found among older Negroes, particularly the decreasing number living on cotton plantations. Some Negroes are apathetic about voting, perhaps because they have never fully understood the electoral process. A number of Negroes live in remote rural areas, far from the county courthouse. Lacking telephones and perhaps transportation, they find it hard to reach the place of registration.

Nevertheless, the Act has increased Negro registration in Mississippi from 6.7 per cent in 1964 to 59.4 per cent, according to recent statistics. More important, Negroes have voted in large numbers. Proof of this is found in the elections of a Negro chancery clerk and at least two Negro constables. They are among more than 375 Negroes who have won elective offices in Mississippi and throughout the South.

But the Voting Rights Act has also had an effect on the actions of people who conduct elections. The choices faced by those running the balloting can best be understood by considering a typical Mississippi post-Act election day. The day and the polling place are inseparably intertwined. The location of the polling place contrasts sharply with the sites where most Americans vote. A polling place in Mississippi is usually in the country. It may be off the main blacktop highway, possibly down a narrow reddish-clay road. Often the building used is an abandoned school or a country store that functions as a quasi-club for the men who sip soft drinks on the store's wooden front porch.

On election day, a senior election manager for the polling place is in charge, even daring to tell a long-time store owner to stay out of the way. This senior manager is usually a white woman in her fifties, the wife of a leading cotton planter or of a professional person such as a lawyer. She has two other election managers assisting her, with three clerks and a local constable to complete her staff. All of these persons are white, with the possible exception, thanks to the Act, of one clerk.

If the county election commissioners do appoint a Negro clerk, the senior election manager must decide what kind

John W. Lyon, a private attorney, formerly served in Mississippi with the Civil Rights Division of the Department of Justice.

"Stick around for a second. Here comes an advance on the seventh at Hialeah."

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of a role to give this new member of the election team. Should this clerk be allowed only to check off voters in the cumbersome poll books? Or should she be allowed to perform the significant task of assisting the numerous illiterate voters, white as well as Negro, who will appear throughout the day?

Then, after the balloting, should the Negro clerk be allowed to handle one of the two tally sheets during the count? Or should she be given only the needle and thread that are used to sew the counted paper ballots together?

Even more complicated for the senior manager is how to serve lunch to the Negro clerk. Hot lunches are usually brought to the polling place by one of the election managers. Serving food to a Negro in a socially and economically segregated society requires considerable skill and finesse which the senior election manager may lack.

Perhaps the problems are more difficult for the typical Negro clerk. Usually her selection greatly surprises her because Negroes appointed as election officials have generally not been active in civil rights. The Negro clerk has probably registered to vote since the passage of the Act, having voted herself only a few times. She has lived her whole life in the county in which she is to serve. Her education consists of no more than eight grades, probably in a one-room school which was torn down after 1954 and consolidated into a large, Negro high school. Her reading is reasonably good, but she may print instead of write. She receives no pre-election instruction on her election duties. Her sole information is the article in the county newspaper listing her as an election official. Still bewildered at her selection, her first question is what to wear. Should she wear her white domestic's outfit or her Sunday best? Most often she chooses the latter.

The effect of the Voting Rights Act has not been limited to registration and the conduct of elections, however. In March 1969, the U.S. Supreme Court gave new vitality to the Act. Considering three Mississippi cases and one from Virginia, the Supreme Court held that states covered by the Act cannot change their election laws without first obtaining federal court approval or the acquiescence of the Attorney General of the United States. It had earlier been conceded that such approval was needed for changes in voter registration laws. But the Supreme Court for the first time ruled that the Act applied to all election laws.

Paradoxically, the Supreme Court's latest strengthening of the Voting Rights Act comes little more than a year before the Southern states may be able to free themselves from the Act's requirements. The Act allows Southern states that discriminated in 1965 to apply for exemption from the Act's coverage in 1970. This means that such states as Mississippi may then be able to reimpose literacy tests as prerequisites to voter registration. Such tests were the primary discriminatory device used prior to passage of the Act.

"I think somebody put a paper tiger in our tank."

THE significant numbers of unregistered Negroes in Mississippi and the local election laws recently struck down by the Supreme Court indicate the continuing need for the restraints of the Voting Rights Act. On April 29, Senators Philip A. Hart, Edward M. Kennedy, Jacob K. Javits, and Hugh Scott introduced a four-part civil rights bill that would extend the Act for five years. Presently, however, there is little public awareness that the Act may no longer apply to many Southern states after 1970. The significance of the Act to Mississippi's future should not be underemphasized. Negro voting in Mississippi is now a reality. The Act has worked in the areas of voter registration and conduct of elections. If Negro voting continues, the state has an opportunity to present the kind of progressive image to the rest of the nation that will attract capital and new industry to the state. Significant cracks are now apparent in Mississippi's isolationism of the early 1960s. Continuation of the Act is the kind of wedge needed to keep the cracks open.

Homage to Frederick Law Olmsted

By Ernest Kroll

NOT kingdoms, or provinces, but city greens
Dropped from his pocket where he stepped
Across the continent, rallying life to catch
A breath of air. It was there my parents, gasping—
Dumped on a beachhead of the ghetto world,
Set like the seal of disease on the wilderness—
Dragged me, feet off the ground, to one of his
Clearings wedged in the forest of man.
It was there that I learned to breathe.
It was there that I felt the shock of
Marc Chagall, touching the earth of Provence,
Not that, as for him, it suited ceramics,
But that, for me, it suited existence.
Oddly blessed, the devisers of parks,
Not that they enter the Kingdom of Heaven,
But that they establish, here, a plausible copy
Without having glimpsed the original.

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Reflections on a Revolution

A LITTLE more than a year ago, the editors met with a group of black militant leaders. Whatever their other differences, the militants had no difficulty in agreeing on two points. The first point, expressed by James Baldwin, was that it was hazardous in the extreme for the white community to regard mounting Negro protest as nothing more than a reflection of social unrest. What the American people were witnessing, he said, was the advance tremors of revolutionary upheaval.

The second point, made by Floyd McKissick, was that many black militant leaders, including those in the room, would be denounced as temporizers or Uncle Toms within a year because of the movement's swift gravitation to revolutionary extremes.

This discussion comes to mind with each new headline telling of black students making demands at gunpoint, or of attacks on white merchants, or of disruption of church services. Equally significant are news items reporting the shocked reaction of Negro spokesmen like Bayard Rustin to the Cornell University episode—and the prompt denunciation of Rustin as a "white lackey" by black extremists who are also now excoriating Martin Luther King, Jr., and his widow for "deluding" blacks into believing there could be any basic upgrading in their condition without rivers of blood. Even Eldridge Cleaver's *Soul on Ice* is regarded as tepid by some members of the new black wave.

It is the old story of radical reformers being left behind or repudiated by the forces they helped to bring into motion. No non-Frenchman was more highly regarded by French revolutionists than the American Thomas Paine for his *Rights of Man*. When he arrived in Paris in July 1791, he was acclaimed as prophet and liberator. Within a few months the split in the revolutionary ranks between Jacobins and Girondists was hardly less pronounced than the animus of both these factions against the royalists. Paine was appalled by the mindless violence and brutality of the mob and tried to stem the blood bath. The two fixed pillars of his philosophy were reason and change. He pleaded for both, and found himself in prison.

Alexander Kerensky was the most eloquent voice for social and political reform in Czarist Russia. Numberless Russians caught their vision of a better world by hearing him orate against the existing tyranny. After becoming Premier, he too, became trapped between the extremes and was lucky to escape with his life. The second wave of revolution has had a way of becoming the tidal one.

One of history's most persistent and elusive questions is whether there may have been an open moment in the initial phases of the French and Russian revolutions when essential change could have been effected in time to avert torrential violence. The biggest problem lies not in change itself but in the absence of enough awareness that change is necessary. King Charles I might have been able to keep his head if he had not closed it against facts that were bulging and bristling all around him. Two decades ago the Chinese landowners lost everything because they thought they could keep everything—even when they were within earshot of the revolution bearing down upon them. The French government knew less about what was really happening in Algeria in 1954 than almost any bootblack in Tunis.

Americans possess great natural advantages over other peoples in history who have been confronted by revolutionary challenges. American history works for change, not against it. The United States was conceived as an instrument of change. It is doubtful whether ever before or since the Philadelphia Constitutional Convention there has been a group of men who were more mindful of the possibilities for progress or who better understood the first law for the perpetuation of a nation: that government changes least that changes most. Out of their comprehension of the endless need to upgrade the human situation and to provide flexible institutions in order to do it, the American founding fathers created a government that was to last longer than any of its contemporaries.

But that government is now in jeopardy—not because it is unable to cope with revolutionary situations but because its people do not understand they have everything they require to deal with those situations. If the materials of revolution and national tragedy are piling high in America today, it is only because people are even more blind to the magnificent tools for social progress at their disposal than they are to the price they will have to pay for the failure to use them.

There are specific names for what is needed. Those names are pride, homes, schools, jobs, health. No man should have to apologize for being human. No man is a fit subject to be kicked around. There is no sane way of explaining to a man why he should live in a hovel, nor is it safe to expect him to do so. He cannot be expected to contribute fully to his society if he is half-educated or half-alive. There is nothing in his expectations that is alien to the history of the nation of which he is a citizen, and which needs him even more than he needs it.

The ABM is conceived as a way of protecting the cities. The main danger to the cities today is that large parts of them are not fit for human habitation. Let us take part of the three or four hundred billions of dollars that a fully developed ABM would cost; let us also take part of the six or seven hundred billion dollars that would be required to put our cities underground—this being the probable next step after the ABM; let us take some of this money now and put it into the remaking of American society. The means are available. So is the knowledge. All that is missing is the moral imagination. —N.C.

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Letters to the Editor

Whos and Whys of Violence

SIDNEY HOOK's article "Who Is Responsible for Campus Violence?" [*SR*, Apr. 19] asks the wrong question. Even if there were a "who" to be found under the bed in the form of SDS, a more embarrassing question is why have the "whos" been so effective with the students, the products of our teaching? Could it be that we are not teaching them much, not teaching them effectively, or that what we are teaching may be irrelevant to students' lives in this day and age?

When you start with "who," you focus on student excesses, and then the easy answer is "call in the cops." Professor Hook seems to give more stress to this solution than to finding out what might be the faculty's contribution to why and what is the educator's responsibility. Instead of calling in the cops, we should call in the students to wake up the faculty and bestir them in their state of apathy.

FREDERICK L. REDEFER,
Professor and Acting Chairman,
Department of Higher Education,
New York University,
New York, N.Y.

SIDNEY HOOK puts the blame where it belongs—on vacillating faculties. The liberal stance often disguises cowardice and lack of principle on the part of university faculties. Every university where problems are likely to arise should anticipate them by establishing rapport between faculties and administrators and by setting forth a list of sanctions to be employed against unruly students.

All students have rights, but these rights are predicated on good will and on respect for the rights of others. Seizing buildings, expelling deans, and the like constitute automatic forfeiture of the student's rights and subject him to disciplinary sanctions. Faculty and administrators must reject the temptations of gutless equivocation and mindless toleration and exercise those sanctions. The majority of students have rights too, and certainly no student has the right to irresponsible disruption of academic freedom merely because he is black. Such a contention is a travesty of human rights and a betrayal of the principles advocated by Martin Luther King.

RICHARD H. RUPP,
Assistant Professor of English,
University of Miami,
Coral Gables, Fla.

LIKE SO MANY "leaders" of American colleges and universities, Mr. Hook sees no need for self-examination into his own adherence to principles of due process or habits of liberal thought.

I suspect that faculties and administrators will find the moral courage to condemn violent dissent by students when they understand that they too, not just the students, have a responsibility to exercise leadership which is both liberal and in accordance with due process. I can think of nothing more morally disarming than to be guilty of the same crime one is supposed to condemn.

DAVID L. BAUGHMAN,
Bloomington, Ind.

Pinpointing UMF

N.C.'s EDITORIAL "UMF and the Future" [*SR*, Apr. 19] will provoke much discussion among librarians, architects, university presidents, and the governing boards of many institutions charged with the preservation and dissemination of civilization's records.

All ultrahigh reduction microform systems require prior preparation of a very high-quality *low-reduction* microfilm, which serves as the "original" for creation of the higher reduction microfiche. Micro-reproduction techniques are governed by physical laws, laws which differ substantially from those which dictate the response of photographic systems working at full-scale or at low to moderate reductions. There has been no technical breakthrough which has abrogated these laws. Since the research materials in the Vatican and the Library of Congress and other repositories have already proved themselves less than tractable to the techniques of low reduction microphotography, how can they bow to a "new" technique which is completely dependent upon an older, established procedure? Documents too "fragile even for scholarly use" are generally the very items which are the least fit for any kind of micro-reproduction technique. To prophesy that the ultrahigh reduction microfiche will put at the disposal of the smallest research center and the poorest scholar or student in a remote corner of the world the resources of our vast research libraries is to pursue a *fata morgana*.

The application of computer technology to indexing the proposed microstorage is in itself a problem that has defeated some naïve computer experts and continues to challenge others. It will be years before the substantial hardware and software problems have been solved. The true information center of the future will make use of all media, not just books. But a long, arduous period of research and development—and possibly some totally new technological development—must precede the broad application of ultrareduced images.

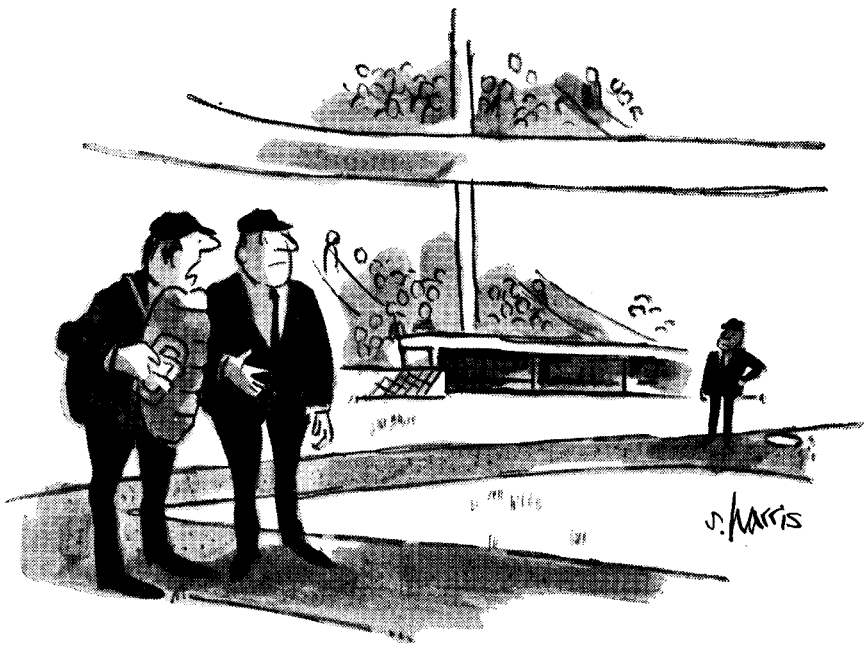
ALLEN B. VEANER,
Assistant Director for
Automation,
Stanford University Libraries,
Stanford, Calif.

Simulating Stimulation

HENRY HEWES's only real complaint about *Che!* [THE THEATER, Apr. 26] is that it was not sexually stimulating to the audience (how he arrived at this conclusion would be interesting). Are we to assume, therefore, that one of the reasons for going to the theater is to be sexually stimulated? I had always thought that was a diversion for dirty old men.

Perhaps Mr. Hewes would have praised the play if it had been sufficiently stimulating to the audience so that the audience could have engaged in the same sort of activities which reportedly took place on the stage, such as handling each other's genitals and having simulated (?) intercourse. I guess one man's degeneracy is another man's art. Or maybe some dirty old men are masquerading around town as theater critics.

IRENE MANN,
Silver Spring, Md.



"I guess we shouldn't have sent everyone to the showers."

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The Theater

Henry Hewes

Sweden's Curious Revolution

STOCKHOLM.

FOR A LONG TIME now the Swedish theater has been fairly traditional, giving distinguished productions of plays by its own immortal dramatist, Strindberg, plus a well-selected assortment of classics and contemporary foreign plays already proven in other countries. The exception was its splendid world premiere presentations of four of the late Eugene O'Neill's final six plays.

However, during the last year or so the theater scene appears to have been changing markedly. The single most startling piece of evidence in this revolution is Ingmar Bergman's production of Büchner's play *Woyzeck* at Dramaten (The Royal Dramatic Theater), which breaks with tradition in several ways. To remove some of the mystery that often had made non-theatergoers avoid the medium, Bergman opened up a series of his rehearsals to the public. Then with the aid of a government grant, he priced all tickets at $1, on an unreserved basis. To eliminate any feeling of class distinction, he shut off the upper balcony with a canvas ceiling and built a grandstand on the stage. Between the grandstand and the auditorium he devised a "sandwich-stage" on which the actors could perform.

The results are vivid and beautiful. Bergman's genius as a theater director lies in his ability to express feelings in visual images so perfect that any one action could become a painting. And yet his work with actors is so free that they seem to move naturally from image to image. Most effective, for instance, is the seduction scene between Woyzeck's wife and a handsome army officer. Sitting in a chair, she tempts him by pulling her skirt back above her knees. He clutches at her thighs and is repulsed. She stands up, he tries to embrace her and is repulsed again. She starts to leave. He pursues her, and this time she quite simply responds by fervently putting her arms around him.

There are touches of popular humor, too. A performing horse chases after a girl, and when admonished by his keeper, sits down on his back legs and saucily crosses his forelegs in mock-innocence. While this is broad, it is so economically executed that it maintains its artistic purity.

Bergman's symbolism emerges sparingly. At one moment, the horse relieves himself onstage by dropping what appear to be yellow and blue tennis balls. At another point, the army band plays cacophonously to suggest the inglorious-ness of military pomp as it would seem to the anguished soldier, Woyzeck. And, at the end of the play, the corpses of Woyzeck and his wife are examined with morbid dispassion by a doctor and his students who hold handkerchiefs to their noses to protect themselves from the stench.

The performances are impressive. Thommy Berggren, Sweden's most exciting young actor, is somewhat miscast in the role of the meek private, who unprotestingly accepts every indignity; his emotional outbursts sometimes seem artificial and forced. However, in his appearance and movements he fulfills the outline of the role. The rest of the casting is more appropriate, and yet the unforgettable series of stage pictures created only indirectly express the anger modern society should feel about its exploitation of the poor.

Indeed, there are those in Sweden who criticize Bergman's revolution at Dramaten, claiming that he has borrowed the devices of the real revolutionary theater and used them to sustain a non-revolutionary institution. Some Swedes found more significance in a project undertaken by a group of young actors at Dramaten earlier this season. This group created a political play about discrimination against gypsies in Sweden, which reminded those who criticize the United States for its treatment of Negroes, that discrimination against minorities is a world-wide problem requiring more radical reformation of society than those in power wish to see occur.

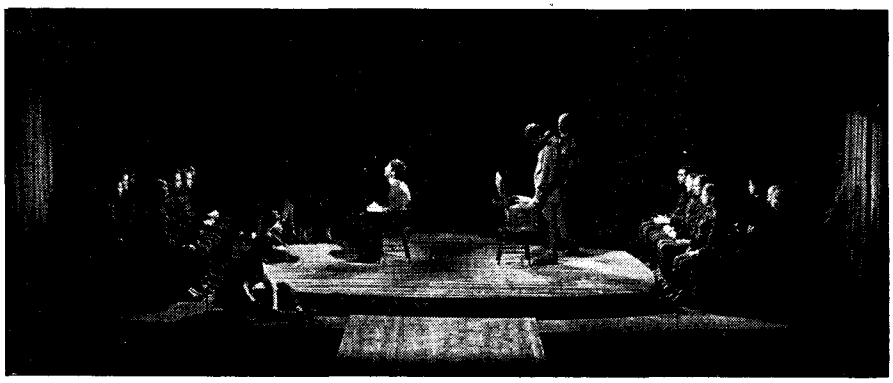
The Swedish people's interest in international political issues seems intense. Per Edstrom, who has docked his Arena-baten boat theater across the street from Dramaten, is offering a short play attacking the CIA for its activities in Greece. This production is presented free during the lunch hour with a hat passed to collect money for the Greek resistance. The tiny Marsyas Theater in the Old Town is showing *Strip-Tease* and *Karol*, two plays by Polish dramatist Slawomir Mrozek, which are thinly veiled attacks on totalitarianism in Iron Curtain countries.

At the Pistol Theater a young anarchist named Peter Kneip has adapted and directed Alfred Jarry's *King Ubu* into a scatological evening that is as outrageous and shocking to modern-day Swedish audiences as the original was to the French of 1896. And the Stockholm City Theater has filled Brecht's *St. Joan of the Stockyards* with additional material in an attempt to bring it closer to the present situation, including a five-minute film of the battle between the Chicago police and the hippies at the 1968 Democratic party convention.

In Gothenburg, the City Theater is offering *The Home*, which Kent Anderson and Bengt Bratt created while working in trial-and-error improvisations with the repertory company's actors. The play criticizes the comfortable but lonely home system which Sweden provides for its old people. And in a smaller playhouse, Theater Five—an equivalent of our off Off-Broadway—is presenting *Kristina*, a thirty-scene epic, which uses a variety of devices, including a pornographic film, to make its audiences feel real sensations in an age where cold technocracy is taking over.

Similarly, a student theater in Lund has just offered *F**** nam* which boldly links military and sexual aggression in a criticism of American behavior in Vietnam. And one of the productions the Swedish Traveling Theater is most proud of is its staging of Paul Foster's *Tom Paine*.

These examples of the turbulence and change in the Swedish theater parallel similar trends in New York and London. But perhaps because of a greater political thirst, and because of a respect for art that would make any censorship unthinkable, the process may be more rapid and more striking here.



Ingmar Bergman's "sandwich-staging" of *Woyzeck*. Audience (not shown) sits both on stage behind actors and in auditorium in front of them.

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SEYOM BROWN

The Unbalance of Our Times

The insights of Robert MacIver grasp the jugular of today's anger with "the system."

THE MOST basic questions of politics and society are being raised by the young and inadequately answered by their immediate elders. The middle generation of political scientists and sociologists—now in control of the prestigious university departments and academic journals—reacted in its youth against the big-picture approach of the social philosophers who then held sway. Having won its battle, this middle generation has instituted a social *science* concerned primarily with how the various institutions of society work, not whether they are worth preserving; the measurement of popular beliefs and election results, not the larger social consequences of the victory of various social philosophies; the "inputs" to decision-making, not the evaluation of alternative policies.

In this climate, with arid social science issuing from the halls of academia, and mushy polemics issuing from those who are storming the halls, how heartening it is to encounter the latest volume of essays by eighty-seven-year-old Robert M. MacIver. And yet how sad.

Edited by David Spitz, *Politics and Society* (Atherton Press, 571 pp., $11.50), a retrospective of MacIver's best shorter pieces, some of them previously unpublished, shows this renowned teacher at his most politically pertinent but, with respect to prevailing social science fashions, most academically irrelevant. It is refreshing to realize that the timely subject of the competing claims of social order and individual conscience can be analyzed with precision and profundity; and it is exciting to find that MacIver's essays on this theme that were written between 1905 and 1912 grasp the jugular of today's controversies. But it is sad to realize that similar pieces probably would be rejected for publication today by the *American Sociological Review* or the *American Political Science Review*—not because the essays lack contemporary social significance, but because they are methodologically old hat. This is doubly sad when one recalls that Robert MacIver was a leader in the efforts of the 1920s and 1930s to make the study of society more scientific.

He stimulated his students and colleagues to make better use of tangible behavioral data. But he also sensed the dangers in their trying too hard for scientific purity—the fascination with technique over substance, with formal neat mathematical statement over social pertinence, with the narrowly framed research question (where the evidence was something that could be counted) over the wide-ranging issue on which speculative discourse was still in order. MacIver warned that the tendency to falsely equate science with the techniques developed in the natural sciences would dehumanize the social sciences. His 1938 essay "The Social Sciences," reprinted now in *Politics and Society*, is one of the most eloquent statements in the literature on the consequences of such distorted scientism.

Although the trend went against him, MacIver continued to write and

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SR: BOOKS

Book Review Editor: ROCHELLE GIRSON

REVIEWED IN THIS ISSUE

25 **"Politics and Society,"** *by Robert M. MacIver, edited by David Spitz*

28 **"The Crisis of Confidence: Ideas, Power, and Violence in America,"** *by Arthur M. Schlesinger, Jr.*

31 ***SR*'s Semi-Annual Reference Book Roundup,** *by David M. Glixon*

47 **Literary Horizons:** *Granville Hicks reviews "The Jade Piccolo," by C. L. Shipley, and "Professor Wilmess Must Die," by Paul Rader* (Fiction)

48 **"The Four-Gated City,"** *by Doris Lessing* (Fiction)

49 **"Peace After War,"** *by José María Gironella* (Fiction)

50 **"Years of Hope,"** *by Konstantin Paustovsky*

50 **"Missouri Bittersweet,"** *by MacKinlay Kantor*

52 **"The Elementary Structures of Kinship,"** *by Claude Lévi-Strauss, edited by Rodney Needham*

57 **Book Forum:** *Letters from Readers*

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teach in the tradition of pertinent social inquiry, aiming to illuminate, rather than to categorize and measure as definitive, the essential but ever-changing relationships of human society. He would continue to search for the "more inclusive and meaningful" facts where knowledge "is always relative and never fully attained." The simple fact of Caesar having crossed the Rubicon, says MacIver, was a "mere act of locomotion." The social scientist should be interested in Caesar's imperial ambition and the tangle of conditions that gave it play, and its impact on the further course of human life. "These things are not in the public record. You cannot photograph Caesar's ambition on a sensitive plate. You cannot see it or interpret it except in the light of your own discernment."

The light of the discernment of men with the scope and depth of MacIver is precisely what one misses so much now when the social fabric appears to be pulling apart at the seams. Who today has the discerning light—and intellectual courage—to set down in writing a comprehensive analysis of the social fabric and its relationships to government, as MacIver did twenty-two years ago in *The Web of Government*?

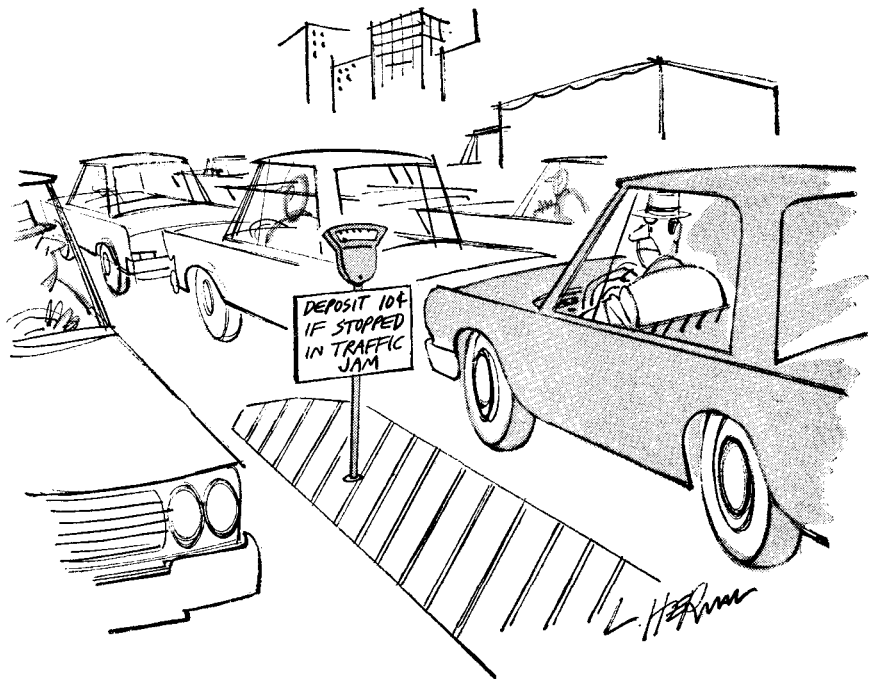
David Spitz, MacIver's dedicated disciple and editor, did well to make the theme of *The Web of Government*—which will likely be the author's most lasting work—the leitmotif of the essays in *Politics and Society*. The rights and obligations of the individual in relation to the many individuals and groups he affects and is affected by, and (especially as transmitted through the instruments of government) the rights and obligations of the many with respect to the individual are in urgent need of clarification.

How does MacIver discern these rights and obligations?

Unabashedly more the philosopher than the social scientist, he comes to grips with the central philosophical questions: the essential nature of man, and his good. These questions are not the sort that should be taken for granted by him who would advance a particular social or political philosophy. MacIver thought about them intensively before spinning his theories on the web of government, and then continued to relate his social science inquiries to them.

Both questions—the nature of man, and his good—find MacIver humble before the variety of answers mankind has offered, not humble because he thinks that any of them are better than those he has worked out for himself, but rather because he understands that we still know only a fragment of what we need to comprehend before we can answer these questions with justifiable confidence. Yet we live in social and political systems that imply a lot about the nature of man, and what is good for him; we fashion laws and debate the merits of reforms and revolutions as if we were totally aware. It is this very paradox, that we know so little and yet must choose between competing ways of life as if omniscient, that lies at the base of MacIver's analyses of the limits of one individual's claim upon another, and the claims of the larger society upon the individual.

The paradox of our ignorance, coupled with our need to decide, drives MacIver back to the "Golden Rule" as the ethical basis for his social philosophy. *Do to others as you would have them do to you*, claims MacIver, "is the only rule that stands by itself in the light of its own reason, the only rule that can stand by itself in the naked, warring universe, in the face of the contending values of men and groups." Thus the ethical philosopher is led, through his humility, to rely on a rule of procedure—which is the realm of politics—but procedure leavened by empathy.



Social and political systems cannot enforce such a rule throughout their jurisdictions, but they can by their design either facilitate its widest application or negate the rule by rewarding those who consistently violate its spirit.

The central virtue of the democratic political process, MacIver shows, is that it asks each individual to require of himself no more but no less than he expects of others. It asks that he adhere to the outcome of the procedure whereby a choice between conflicting courses of action is made on the basis of popular preference. The democratic political process does not demand that he change his views on what is the best decision, or abandon his efforts to get a decision reversed, only that he accept the outcome of the basic procedure, and rely on the same basic procedure to gain a different outcome.

The political institutions of a democracy must respect the limitations on their authority—that is, they must not attempt to compel belief; but the individual citizen is expected to respect the laws freely arrived at through the essential democratic procedures. Without such mutual restraint the whole system would crumble.

The attempt by a majority to control the beliefs of the whole society would undermine the democratic system, which assumes an opportunity to hear, debate, and freely deliberate alternative courses of action. Minorities cannot be expected to tolerate majority suppression of these conditions of democratic choice (even if approved by a majority), since it is only through attempting to change the beliefs of the majority that a discontented minority can hope to get a better break within the system. "Since human beings are always variant," writes MacIver, "the common is likely to be more securely established if its guardians do not demand the complete conformity that contradicts or suppresses such differences as are not irreconcilable with the basic unity."

Minorities without hope of peaceful change within the system will eventually grasp at opportunities to subvert the system itself. Thus the Bill of Rights, restricting the authority of the majority to limit freedom of expression and assembly, is a practical bulwark of the peaceful society.

However, MacIver will not please those looking for philosophical rationalizations for "doing their own thing" whenever and wherever they please. To equate freedom with an absence of re-

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straint, he shows, is to be guilty of the frequent error of posing a simple antithesis between the realm of liberty and the realm of law.

MacIver demonstrates this argument to be patently fallacious. It is true, he says, that "every law restrains *some* liberty for *some*. But in so doing it may well establish some other liberty for some others—or indeed for all. The law that forbids an employer to dismiss a worker because he joins a trade union gives the worker a liberty that, as a worker, he lacked before. The law that forbids another to trespass on my property assures me the liberty to enjoy my property."

Every law restrains some liberty, but this does not mean that the fewer laws a society has, the greater its liberty. Rather, the exercise of liberty unrestrained by a legal system would lead to an increase in relationships based on brute force; since certain liberties are incompatible with one another, without an agreed-upon basis for settling conflicts among interests those individuals and groups who were most adept at coercing others would get their way.

MacIver is not content just to point out these basic relationships, but moves on to the complicated yet essential question: "What combination of liberties and restraints is most serviceable for the existence of what men seek when they place a high value on liberty?"

It is on this question that MacIver dwelled for the most productive portion of his mature years, developing his concept of "The Multigroup Society." Society, he points out, is more than the state. "Society exists wherever and insofar as human beings recognize any sort of community with one another and in any way organize themselves for the sake of common life or the furtherance of common ends. . . . The greater our individuality, the more societies does it demand for its satisfaction." Society has a "multitudinous spontaneous activity which is largely undetermined by the political order."

Thus, the state is one among other societies—"fundamental, necessary, and the most authoritative, but neither alone fundamental nor alone necessary." The survival of the political order is often an essential condition for the ability of man to realize his nature as a social animal, and for men to pursue their frequently conflicting interests without doing violence to one another's personality. But the ever dynamic web of social relationships can outgrow the particular state; the geographic scope and legal system identified with a particular state may be inadequate to comprehend the real community relationships that have come into being.

In such cases other values may have

(*Continued on page* 46)

What's Happening to Democracy?

The Crisis of Confidence: Ideas, Power, and Violence in America, *by Arthur M. Schlesinger, Jr. (Houghton Mifflin. 313 pp. $5.95), gives no quarter to those who would reject the process of reason. John H. Bunzel is chairman of the Department of Political Science at San Francisco State College.*

By JOHN H. BUNZEL

IT IS NO SECRET that American liberalism today does not command the confidence or optimism of outlook which set the tone for another generation. In fact, the crisis of contemporary liberalism has become a serious matter to those who have counted on its principles and spirit to help create a world that seems too often to be lacking in both. Radicals and revolutionaries insist that liberalism is completely bankrupt, which is neither new nor surprising, especially to anyone over forty who remembers the 1930s and 1940s, during which liberals were constantly being flayed by the totalitarians of the Right and the Left. What is inescapable, however, is that much of the successful liberal program of the past three decades or so has drawn heavily on its political, economic and moral account. Thus the state of liberalism's resources today is something that needs careful examination, not in the overworked and more comfortable context of doing verbal battle with conservatives but in an attempt to confront the American liberal tradition with the meaning and implications of a world undergoing massive revolutions.

What is "liberal" today is, of course, not unambiguously clear. It never was—if for no other reason than that definitions are more often than not simply agreements or resolutions to use words in a certain way. Words can mean whatever we choose them to mean, neither more nor less, as Humpty-Dumpty said. The question is, how *should* the word be used? The majority of people known as "liberals" in the last several decades were the sort who believed in the New Deal, who fought for the interests of labor, for racial equality, for better and cheaper health care, for expanded public education and civil liberties, for further advances in science. Still, it has always been easier to point to liberals than to say what they are. Arthur Schlesinger, Jr., has for many years been so designated and described, and in one way or another many of his books have sought an elucidation of a more or less common point of view shared by liberals but not by people he would call "fascists," "reactionaries," "conservatives," "radicals" or "Communists."

Professor Schlesinger's latest book, *The Crisis of Confidence*, is a collection of his essays, some of them published previously, which focus on the interrelated themes of "ideas, power and violence" in present-day America. Writing against the backdrop of a deep commitment to the ideals on which this country was founded, he also believes that the past as history is relevant to an understanding of the present. He would agree with Santayana's warning that those who do not learn from history are bound to repeat it. Whether discussing the role and responsibilities of intellectuals, the anarchist impulse in undergraduate extremism or the prospects for politics in the years ahead, Schlesinger is sensitive to the "crisis of self-confidence" which this country is undergoing, and fully aware of the current rash of despair about our political system. But he gives no quarter to those who would reject the process of reason and is dismayed that those who have "succumbed to the national susceptibility for hatred and violence, have, indeed, begun themselves to exalt hatred and violence as if primitivism in emotion constituted a higher morality."

THE book flows with the author's own political and moral fervor as he blows away the vapors. For example, he is scornful of Noam Chomsky, one of the intellectual lights of the contemporary Left, for settling every issue with "ecclesiastical certitude" and for "reducing political questions to rather confident and facile moral judgments." To no one's surprise, Professor Schlesinger again shows himself to be as much a man of politics as he is a historian. "Tough-minded" rather than "tender-minded"—the distinctions are William James's—his passion for the political arena is matched only by his insistence that rigorous and reliable political analysis requires not a simple "ladling out of moral judgments" but the logical application of reason to all questions, and, above all, some respect for facts.

It is in this context that Schlesinger, discussing the relationship between intellectuals and power in a democratic society, argues that to recognize political realities does not inevitably mean one must discard political principles. He is concerned to point out that far

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from accepting the radical assumption that intellectuals must be unrelenting in their hostility to politics and power, a "spectrum of opinion and action among intellectuals is indispensable if reason is to civilize power." Professor Schlesinger has long been a participant-observer in the corridors of power and more recently was close to the seat of Presidential power. Both by temperament and experience, therefore, he does not look upon power as an automatic evil but as a valuable resource to be used. It is but a short step from this premise to his support of the traditional liberal belief in a strong President and, concomitantly, his lack of enthusiasm for Senator McCarthy's conception of the Presidency in the 1968 campaign.

IT is precisely because I subscribe to so much of Professor Schlesinger's angle of vision and sense of priorities that I find myself disturbed. But it is not what this book stands for or speaks to that causes me concern. I am talking of a deeper uneasiness, an apprehension that the very values which Arthur Schlesinger and I share—a belief in rationality, the importance of due process and the rule of law, democratic procedures in seeking political solutions, to name but a few—do not cut very deep among the young today, and for that reason are seriously in jeopardy. It is not that these values have been proved wrong or misguided; they are simply being abandoned as inadequate and inappropriate responses to the forces operating on modern youth and the demands they are making.

Martin Duberman, a colleague of Professor Schlesinger's at Princeton, talks sympathetically of the cutural revolution the radical young have inaugurated, by which he means "the change in life-style" which locates its center in a "bewildering grabbag" of sources that includes hallucinatory drugs and Eastern mystics, encounter groups and communal pads—in short, in the senses and emotions. Whether or not it turns out to be a revolution that represents a decisive break with the long-standing dominant values of "plastic uptight America," in almost every aspect of what is happening in today's youth culture there is a turning away from traditional patterns of thought and behavior, a rejection of everything—from organized society to the "hang-up" of reason and reading.

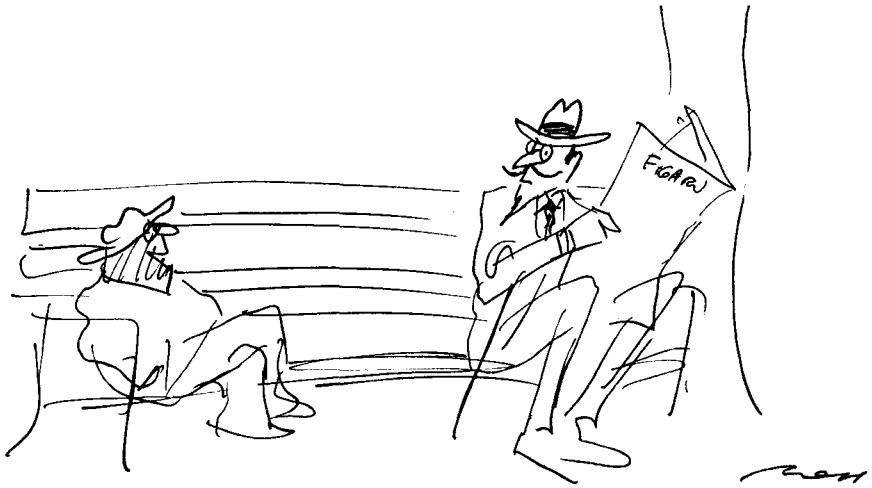
The by-products of this rebellion need not all be destructive. However, one major consequence of much of the attendant romanticism and moral purity is the anti-political mood that has manifested itself in the differing movements of contemporary young people. Professor Schlesinger has considerable to say about the subversion of the democratic political process by the ideologues and fanatics of the militant New Left. But there are other anti-political signs, and sounds too—from the rhetoric of the Be-In speeches of a psychedelic guru to Bob Dylan's claim that "There's no left wing or right wing, only upwing and down wing—I tell you there are no politics."

It is a big leap from Bob Dylan and his followers to the Students for a Democratic Society, yet a particular line connects them. In their own way and for their own purposes they each have discarded the worth and value of rationality—the former for the irreverent and unhindered self-expression of today's new music ("rock and soul"), which stirs the "Dionysiac currents" and will free the young from the "imprisonment" of formalism and logic; the SDS for the rage and violence that feeds upon itself and has as its goal the imposition of an anti-democratic morality on the majority by any means necessary. In addition, both groups lay claim to reaffirming the integrity of the private self as the primary consideration, and insist that feeling and sensory experience rather than knowledge must remain the wellspring of their motivation. Norman O. Brown has put it plainly: "For the reality of politics, we must go to the poets, not the politicians."

One must be cautious about making the connection between these two broad constituencies seem real or literal. The point, however, is that they both evince an anti-political temper, a distrust of politics as a way of substituting rational for arbitrary processes. It is because this mood is tied to a growing disbelief in the ability of reason and acquired knowledge to solve our problems that those who share the liberal persuasion feel such a sense of despair and foreboding. The "crisis of confidence" with which Professor Schlesinger is concerned is not simply the impulse to irrationalism which is evident everywhere, but the abandonment of rationality as a way to help set things right. A liberal does not deny or minimize the destructive tendencies that are part of man's irrational component; rather he, reasserts the conviction that irrational motivations can best be treated at the conscious level, where they can be exposed to reason

By extension, those who would turn their backs on rationality have little use or time for such qualities as persuasion, compromise, accommodation—in a word, the patience and sense of proportion that characterize the procedures of democratic politics. Liberalism, as Daniel P. Moynihan has remarked, is as much a way of doing things as it is a set of propositions about what is to be done. Put another way, the liberal is not an easy or comfortable revolutionary because he is sensitive to the relationship of means to ends. This, at bottom, is what democratic politics is all about. No one, of course, would argue that politics can do everything to improve the state of man. But, as Professor Schlesinger points out, it "can help create conditions that restrain and temper the forces of inhumanity and chaos." The urgent problem of American politics, he writes, "is to give the presently alienated groups a feeling of membership in the national process—to include all Americans in a genuine commonwealth of reason, justice and opportunity."

The kind of analytic power Professor Schlesinger considers rational and necessary for an understanding of our intricate problems would be regarded by both the SDS revolutionaries and those who prefer to retreat into their inner selves as irrational and unnecessary. Ironically, the liberal's strength is also his weakness and the source of a nagging doubt: believing in the force of reason, he must also believe in the amenability of others to persuasion and education. A good part of his faith is that he can bring fairness out of people by talking to them sensibly. The same faith underpins the fragile consensus on which our political system, for all its imperfections, rests and depends. More than anything else the liberal has a commitment, and it is this commitment and everything it stands for that are under attack today.



"Say something in French."

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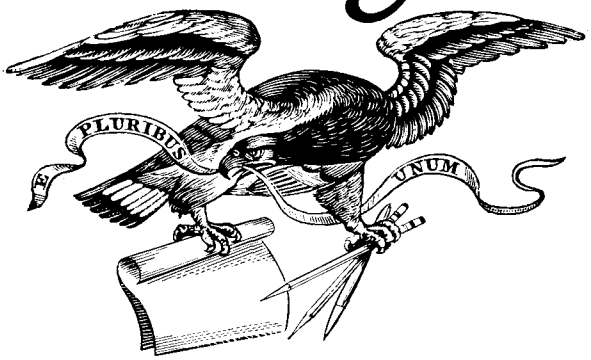

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Where to Look It Up

By DAVID M. GLIXON

EVENTS continue to increase our awareness of the newly independent nations, and our need for more information about them. We seem to be delving more critically into the American past, too. The deepening of politico-historical interest is reflected in the greater number of reference books being published in these fields, which constitute the first and largest group in the current roundup. And it is hardly a coincidence that our second group is dominated by books of a military nature, though their nostalgic tinge has some strange-love aspects. For a key to all twelve categories, see the box.

1) The newspaper reader seeking a background on Biafra—to choose one example—will find it in only the most recent reference books, such as the 1969 edition of **The World Almanac,** now edited by Luman H. Long (932 pp. including 20 pp. of flags and maps in color; Doubleday, hardbound, $2.95; NEA, paperback, $1.75). Its "Nations of the World" section concludes the Nigeria entry with a paragraph on the secession, and the chronology records events in Biafra up to mid-August of 1968, but there is nothing about the causes of the conflict. These are informatively analyzed, and the events recorded to mid-September, in the current **Reader's Digest Almanac** (Funk & Wagnalls, 1,024 pp., hardbound, $2.95; paperback, $1.75).

Though twice as much on Nigeria can be found in the **Cowles Encyclopedia of the Nations,** edited by Robert J. Feldman (Cowles, 390 pp., $12.50), Biafra is dismissed with a few lines. At least one can locate the area in the attractive 64-page atlas, and coverage of most countries is satisfactory for background dates and pre-1968 history. Thumbnail maps accompany the entries on independent countries; smaller sections, with correspondingly shorter entries, are devoted to Colonies and Dependencies, Natural Features, and Cities. Photos abound, and the index is thorough.

But the curious reader will find broader stories on the Nigerian civil war and Biafran starvation in two new volumes, each part of a series. **Time Capsule/1968** (Time-Life, 256 pp., $3.95) is one of the chronicles, edited by John Dille, for each year since the founding of *Time* in 1923. Events are arranged in sequence within each of the magazine's standard departments—"The Nation," "The World," "The Theater," "Science," "Books," etc.—and the material is taken bodily from the original accounts. Groups of stories (as on "The Supreme Court" or "The Middle East") are given brief introductions to round them out. The Biafra story—from the July 12, August 23, and December 6 issues—runs nearly three pages. (Don't miss the Scopes trial, the founding of *The New Yorker*, TV quiz show scandals, and reviews of *The Gold Rush* and *The Great Gatsby*, all included in *Time Capsule/1925.*)

The World in 1968, edited by Robert D. Price (Morrow, 300 pp., $7.95), is the fifth such annual put together by the staff of the Associated Press in big, spectacular format—60 of its 200 illustrations are in color. Each month gets from three to five feature stories and several shorts, and it is in "November" that we find the most comprehensive and best-written Biafra story of the lot. The survey ends with a detailed chronology, obituaries, lists of prizes, sports records, and a good index.

Though not specifically labeled, the Biafra region is shown in considerable detail on the 125-mile-per-inch map of West Africa in the British-made **Aldine University Atlas** (Aldine, 318 pp., 8¾ x 11", $8.50). All 192 map pages are in color: the one-page political maps are of continents; the smaller maps for climate, natural resources, or population; the spreads for large-scale physical-political maps of countries and sections. France takes 5 pages, the British Isles 9, the U.S. 22 (several at 100 miles per inch), and they all benefit from pleasant coloring and clear feature-markings (highways, canals, swamps). The index lists 46,000 places. Fourteen pages of tables provide each country's political status, language(s), area, population, and commercial statistics. A good atlas at a fair price.

In **Treaties and Alliances of the World** (Scribner's, 214 pp., $10) black-and-white maps and organization charts show at a glance which countries are tied by what treaties and associations. The EEC, or Common Market, for example, may be composed of six Central European nations, but it numbers Greece, Turkey, and a score of African nations (including Nigeria) among its associated states. The book traces the inception and development of international organizations and agreements of the past century that remain in force, outlines their purposes, and summarizes the relevant treaties. The International Red Cross, the U.N., NATO, and the Arab League are among the groups whose instruments are surveyed.

So much for the world at large, though it

THE SECTION NUMBERS in this roundup correspond to the following categories: 1) Nations and their history. 2) Arms and transport. 3) Science and the earth. 4) Natural history. 5) English word books. 6) Literary handbooks. 7) Foreign-language dictionaries. 8) Quotations (mostly humorous). 9) Art, fine and domestic. 10) The performing arts. 11) Bible studies. 12) Food and drink. (Books for young people are included with adult titles.)

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still breaks frequently into Henry Steele Commager's **Documents of American History**, whose original two volumes have now been combined and updated (Appleton, 1,400 pp., $12.95). These are the original texts, complete or in judicious excerpts, with introductory paragraphs that provide context, significance, and historical and sociological interrelationships. The earliest of the 670 papers is the declaration by the sovereigns of Spain in April 1492 authorizing Columbus's voyage. The last is the Supreme Court's 1966 decision on the Ginzburg obscenity conviction, with Justice Black's dissenting opinion. In between, along with other indispensable but expected items, are the Intolerable Acts, contradictory accounts of the Battle of Lexington, Garrison's anti-moderation call in the *Liberator*'s first issue, the KKK organizing document, Vanzetti's last statement, Malcolm X on black separatism, and a speech at the Berkeley students' sit-in. A remarkably comprehensive selection—more than half a million words—in convenient format, with one obvious fault: the themes of the documents can only rarely be traced through the index.

Running to more than thirteen times as many words, and going far beyond the realm of pure document, the monumental **Annals of America** has been edited by a staff under the direction of Mortimer J. Adler (Encyclopaedia Britannica, 20 vols., 12,000 pages, $164.50). Besides many (though not all) of Commager's selections, and several that he omits, the *Annals* reprints poems, songs, short stories, and the writings of leaders in philosophy, art, economics, education, race relations, pacifism, journalism, and other fields—more than 2,000 pieces by 1,100 authors, grouped by year of publication. The first four volumes cover the period 1493-1820; the next fourteen cover eight to ten years each.

Two supplementary volumes constitute a conspectus: discussions of 25 topics such as the national character, foreign policy, work and workers, education, and religion, accompanied by classified references to the *Annals*. It is by using these references that you would locate the *Annals* pages containing, say, Karl Shapiro's definition of American poetry, or the extract from William James's "The Moral Equivalent of War." There are separate biographical indexes of the authors in each volume, but there is no over-all author index. However, a desired selection, or even an appropriate passage, can be found via the Conspectus Index of Subjects, which sends you back to the right group of classified references.

The set is generously decked out with maps, cartoons, photos of scenes and people, and art reproductions. Another feature is the chronology in the front of each volume, providing a broad and vivid background for the years covered by the text proper. The Britannica plans to publish another full-size volume every five years or so, as well as short annual volumes.

A more thorough investigation of *The Annals of America* would perhaps detect some bias in the choice of selections, and to what extent a number of them have been truncated. But any such defects are outweighed by the advantages of having so much important material made readily available. This will probably turn out to be the most significant reference work of the year, and one of continuing usefulness.

A particularly helpful index distinguishes the compact, alphabetically arranged **Encyclopedic Dictionary of American History,** by Howard L. Hurwitz (Washington Square, 894 pp., $10). He includes not just significant laws, Indian tribes, federal departments, political and sociological terms, poems, plays, wars, campaigns, documents, sects, court cases, biographies of noted persons in all professions, and similar material, but also famous phrases like "He kept us out of war," "I shall go to Korea," and "peace without victory." (There are also references or entries for the Peace Corps, "Peace Democrats," "peaceful coercion," "peaceful coexistence," and "Peace, it's wonderful!") A series of 30 maps clinches the bargain.

Before leaving America we might glance at a couple of titles for the 9-to-14-year-olds: In a single sequence the **Freedom Encyclopedia**, by Frances Cavanah (Rand McNally, 204 pp., illustrated, $4.95), supplies biographies of American leaders from the Adamses to Peter Zenger, relates historical events from the discovery to World War II, describes and comments on places, songs, movements, organizations, laws, and concepts, from the ACLU and "America" to Williamsburg and woman's suffrage. The brightly presented articles, whether a paragraph or a page, are just long enough to provide understandable explanations and background on most of the issues likely to arise in class.

In **Stories of the States** (Crowell, 334 pp., $5) Frank Ross, Jr., begins each of his 51 main accounts (D.C. is one of them) with such items as the origin of the name, the motto, the state song, area, climate, and chief cities, and then writes freely in historic and descriptive vein. For every state he provides a pleasantly informal map ringed about with drawings of the appropriate flag, flower, bird, and tree. There's no longer any excuse for a child who fails to know that Minnesota has 1,400 lakes, or that *Dum Spiro* isn't a slur on our Vice President.

Two new reference works should be grabbed immediately by anyone who takes a serious interest in the Middle East. Brandeis Professor Walter Laqueur has the last word in his **Israel-Arab Reader** (Citadel, 383 pp., $7.95), for the 56 readings end with his own *New York Times Magazine* article. The opening paper in this "Documentary History of the Middle East Conflict" is a Zionist manifesto of 1882. Herzl, Balfour, Weizmann, and Churchill are among those drawn on for additional early material, and the conflict comes to a head with the utterances of Nasser, Eban, and other partisans from both sides. Laqueur furnishes helpful context for his selections.

Maps of the Six-Day War climax the remarkable **New Israel Atlas** (text by Zev Vilnay, 114 maps by Carta, Jerusalem; McGraw-Hill, 112 pp., $7.95), but the story begins in Biblical times. Actually, the struggle for independence is graphically told in just a score of pages in the middle of the book, whose first half is devoted to Israel today—geopolitical, socio-economic, and demographic aspects; terrain, resources, activities, and development. A quarter of the text, maps, and photos trace the tiny region's history. Shaded two-color maps predominate, but there are a handful in full-color relief. The gazetteer, not precisely an index, lists and locates nearly 1,200 towns, villages, and settlements.

At the other end of the world "bodgie" is the word for it now, so don't call a young hoodlum a larrikin. The koala, first thought to be a sloth or a monkey and then a bear, is actually a marsupial. The lives of bushrangers were nasty, brutish, and short. For these facts we are indebted to the alphabetically arranged **Encyclopedia of Australia** (Warne, 632 pp., illustrated, $10), compiled by A.T.A. and A.M. Learmonth, whose readable articles—some running a few lines, some (such as History or Literature) several pages—seem to cover every aspect of Australia, past and present, and of its separate divisions.

2) Maintaining the critical balance between two demands—the preservation of national sovereignties and the expansion of international trade and travel—is the function of arms and transport, which inevitably overlap. In 1897 Fred T. Jane began in England his renowned series of annuals, of

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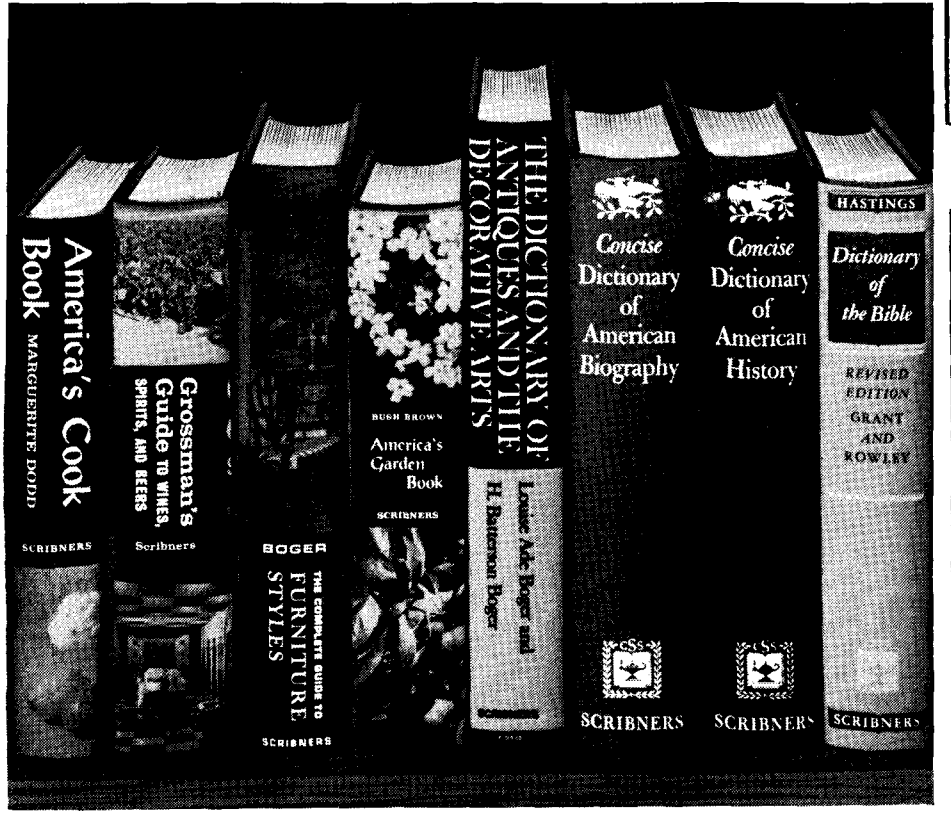

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which **Jane's Fighting Ships, 1914 was** the culmination for the dreadnought era. Now reprinted in facsimile (Arco, 642 pp., $19.95), with its 100 pages of advertising, the text—including specifications, a multilingual glossary, and signal systems—and the pictures (3,000 photos, silhouettes, diagrams, and harbor charts) parade the 2,000 battleships, cruisers, submarines, and other warships of the world's navies on the eve of World War I. This was their preparedness for the war to end war.

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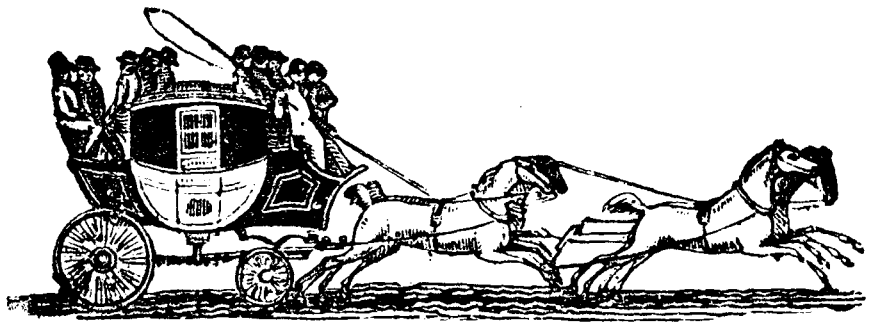
Military antiquarians who don't mind hand-lettered books will find much nostalgic charm—and authentic information—in C. Keith Wilbur's **Picture Book of the Continental Soldier** (Stackpole, 96 pp., $4.95). They will learn (via dark brown drawings and text) how the Revolutionary soldier made his hunting shirt, buckled his boots, or built a hut; they will see pictures of buttons, tomahawks, surgical instruments, lanterns, and eighteenth-century artillery and hand weaponry in full detail. As the author so charmingly puts it, "The relics are there for you and I to see."

Round Shot and Rammers, by Harold L. Peterson (Stackpole, 128 pp., $9.95), describes the types of muzzle-loading artillery used on this continent from the exploration era through the Civil War. (And let us never forget that, as the preface reminds us, "artillery lends dignity to what might otherwise be a vulgar brawl.") This is a professional job, attractively printed and clearly illustrated with line drawings.



—From "The Look-It-Up Book of Transportation."

Scores of actual silhouette photographs help the collector identify the seventeenth- to nineteenth-century weapons, both American and European, described in F. Wilkinson's **Flintlock Pistols** (Stackpole, 75 pp., $4.95).

But for information on the largest bombs of World War I, on the U.S. attack on Dresden in 1945, on the beginnings of airplane travel, we must turn to **1001 Questions Answered About Aviation History**, by C. H. Hildreth and Bernard C. Nulty (Dodd, Mead, 432 pp., illustrated, $8.50). Starting with the earliest attempts at flight, the book works its way up, by means of improbable questions and interestingly phrased answers, to the gigantic civil and military planes of today and tomorrow.

Kenneth Munson's **Helicopters** (Macmillan, 178 pp., $2.95) is a pocket encyclopedia of the four types of rotorcraft. The 82 models are pictured in bright color, viewed both from alongside and from below. Covering the period from 1907 to 1968, Mr. Munson describes each aircraft and recapitulates its history.

Now that astronauts are a common sight, the man down on the sidewalk has developed a new field of ignorance, which can be sufficiently dispelled by the pocket-size **Space-Flight Encyclopedia** (Follett, 222 pp., $3.95). Thanks to Nicholas Roes and W. E. Kennedy, we are now in a position to anticipate a countdown or identify cosmic dust. We can read seven pages on what makes Project Apollo "the largest single scientific and engineering job of all time," or two pages on how astronauts will support life during a twelvemonth trip. Names, abbreviations, lunar areas, and relevant facts of physics and astronomy are among the alphabetically arranged topics. A timely bargain.

Spacecraft, sleighs, subways, and submarines; trolley cars and trucks, catamarans and chariots, the types and parts of sailboats, the workings of steam and combustion engines—they're all in Bernice Kohn's colorfully illustrated, simple but fascinating little encyclopedia, **The Look-It-Up Book of Transportation** (Random House, 132 pp., $3.95). Great for the 8-14 group.

3) For the 10-14 segment we can also recommend **The Look-It-Up Book of the Earth** (Random House, 132 pp., $3.95), by Seymour Simon, who knows how to explain cold fronts, terrestrial magnetism, tsunamis, radiation belts, and the folding of rock layers. Alluring photos and drawings, mostly in color, make the subjects look absurdly easy to grasp, especially in the pleasant format of this series.

For more advanced topics like solifluction or seismology, and to learn what happened at Cocoanut Grove or in the Wellington Snowslide, we can turn to Barbara Tufty and her **1001 Questions Answered About Natural Land Disasters** (Dodd, Mead, 362 pp., illustrated, $7.50). Earthquakes, volcanoes, landslides, floods, and fires are included in the book's nine chapters. On balance, the study of disasters is more frightening than reassuring.

We are led to the same conclusion by René Dubos's "The Promises and Perils of Science," one of a dozen feature articles enhanced by photos and drawings in brilliant

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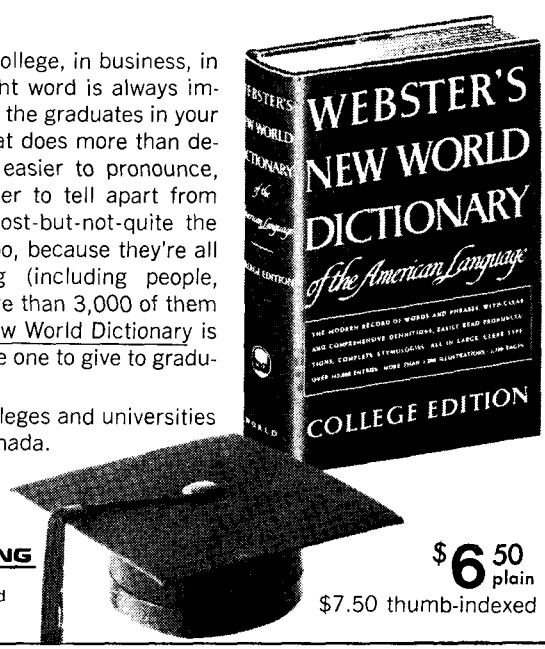

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color that comprise half of the first issue of the **Britannica Yearbook of Science and the Future,** edited by Richard G. Young (Encyclopaedia Britannica, 448 pp., $8.95). Most of the second half is devoted to a review of last year's scientific developments, organized by topics: agriculture, archeology, biophysics, drugs, engineering, genetics, oceanography, psychology—33 in all, amply illustrated in one or two colors. A full-page chart of DNA synthesis, a report on pulsars, and Edward Durrell Stone's review of construction advances (including "Habitat 67" and the use of lasers) indicate the 1969 Yearbook's scope and depth. A 10-page, 3-column index makes the contents quickly accessible.

For those who like to view space on their own, James Muirden lends aid and comfort in **The Amateur Astronomer's Handbook** (Crowell, 368 pp., $6.95). After a section of recommendations on equipment, the book focuses on the moon, the sun, and the individual planets, indicating what to expect under varying conditions and phases. The author's ability to fuse the theoretical with the practical is evident throughout the text, which concludes with a section on the stars and nebulae. Simple but adequate diagrams, and a good index, add to the book's value as a reference work on astronomy even for those who don't plan to indulge in a telescope.

4) The 900 concise articles composing **Cowles Encyclopedia of Animals and Plants** (Cowles, 178 pp., $7.50) cover a lot of ground in A-Z order. Both parts, animal and plant, begin with a classification of the kingdom. Articles on individual species describe their appearance and habits, and assign each to its family and genus or order. The cross-references and index are useful, but most people who would consult a work of this nature would want, for purposes of identification, a far greater number of pictures than are afforded by this essentially unattractive volume.

—From "In Pursuit of the Mous, the Snaile, and the Clamm."

The Penguin Dictionary of British Natural History (Barnes & Noble, 348 pp., $5) has insular limitations that reduce its usefulness for Americans who don't happen to be reading bucolic British novels. Its scope, however, is broad enough to take in, besides flora and fauna, such natural phenomena as rainbows, ravines, and reflexes—all briefly explained in 3,500 entries. An index lists the species by their Latin names.

But let's concentrate on the fauna: In **Animal Life of Europe** (Warne, 595 pp., $15) Jacob Graf furnishes more than 2,000 thumbnail drawings (400 in color) to aid in the field identification of the continental European species he describes with admirable clarity and concision. Except in the color plates, most of the drawings conveniently line the edges of the page. The Contents pages are worded for utility, in phrases like "fish found only in running water," "tiny leaping insects," etc. There are sketches of animal tracks and droppings (the latter have their own names: thus hares' are *crotels*, stags' are *fewmets*), notes on other forest "give-aways," and a section on bird calls. Short of a centimeter gauge, this compact volume contains everything that could be needed by an American naturalist in Europe.

According to Mary Durant, *Penguin* is a Welsh word meaning "white head," *poodle* comes from an old German word for "splashing," *chameleon* is from the Greek for "ground-lion," and guppies are named for their British discoverer. Beavers were once tamed to catch fish for their masters, and beetles have been kept as pets. In a Pueblo legend Beetle, tired of carrying a sackful of stars up from the underworld, bit a hole in the sack and the stars scattered across the sky. Between Aardvark and Woodchuck there's a lot more to be gleaned from Miss Durant's fanciful little dictionary and anthology, **In Pursuit of the Mous, the Snaile, and the Clamm** (Meredith, 250 pp., $4.95).

In his unusually comprehensive **Encyclopedia of Dog Breeds** (Crown, 784 pp.,

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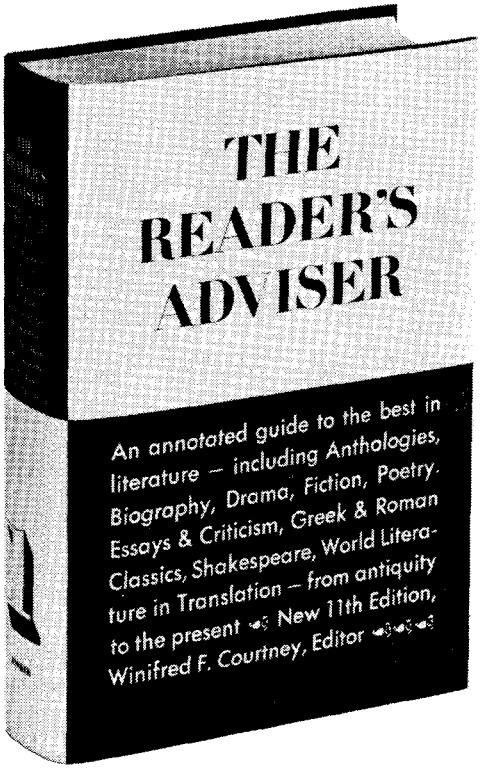
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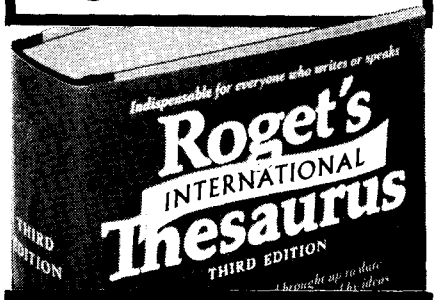

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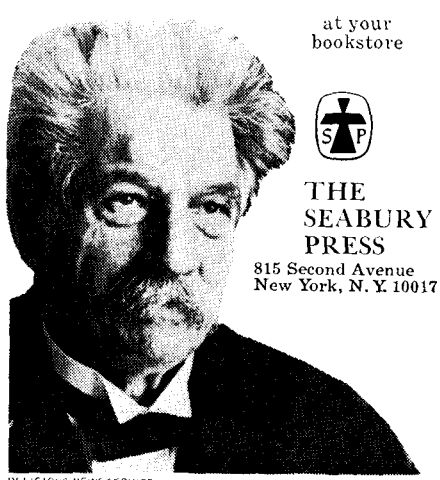

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$9.95), Ernest H. Hart devotes a generous amount of wordage and photos to nearly 150 breeds—the ancestry of each, their repective abilities, their virtues (the well-brought-up purebred has no faults), and enough details of their manner and appearance to educate a show judge. The 100-page opening section would by itself make a book on canine evolution, anatomy, breeding, training, care, and exhibiting. The author's own paintings and color photos are numerous and excellently reproduced. Glossaries, bibliographies, and index complete an important contribution to the literature.

Accounts of nearly 875 continental and Hawaiian species make up **The Audubon Illustrated Handbook of American Birds,** by Edgar M. Reilly, Jr. (McGraw-Hill, 542 pp., $25), sponsored by the National Audubon Society and claimed to be the most comprehensive one-volume work on the subject. Though not intended as a guide to identification—besides, it's too unwieldy for field use—the fullness of detail makes the book helpful for that purpose too. The author describes the appearance of each species (arranged by family), its voice, range, habitat, and habits. The 500 illustrations vary in quality, as the photos are often (like the type) grayish; the pencil drawings show up very well and the color plates are startlingly beautiful.

Reilly allots 25 pages to day-flying predators. Compare that to **Eagles, Hawks, and Falcons of the World**, by Leslie Brown and Dean Amadon (McGraw-Hill, 2 vols., boxed, $49.50; after June 30, $59.50), which runs to 978 pages in the same large format. (The physical quality is reversed: the 165 full-page plates made from paintings tend to lack the sparkle of color photos, but the text is uncommonly well printed.) The vivid descriptions of some 285 species often extend five times as long as those of the preceding book. A 150-page introductory section, as full of fascinating authentic information as the individual accounts, discusses the classification of these species, common characteristics, and living patterns. There are certain small drawbacks, soon overcome: One must turn to pages 163-172 for the detailed table of contents; nowhere is it mentioned that 94 pages of range maps are near the end of Volume 2; the index doesn't tell in which volume the references are to be found, and all measurements are given in the metric system. Nevertheless, this is obviously the definitive work on the subject.

Herbert and Lorna Levi have sat down beside a number of spiders and declined to be frightened off their tuffets. Instead, they have produced another of the wonderful little Golden Nature Guides: **Spiders and Their Kin** (Golden, 160 pp., paperback, $1), from which we have just learned how a certain southern saw-jawed species digs burrows, lines them with silk, cuts and camouflages a trapdoor, and thus captures its unsuspecting prey. And never again shall we confuse the Harvestman with his cousin, the Daddy-Long-Legs. Not all 30,000 known species—just a few hundred of them—are distinguished here, along with scores of their equally loathesome or winsome (watch your prejudices!) relatives, such as wood lice, scorpions, and centipedes. As usual with this series, the drawings, color, and general presentation are of a high order, both for easy reference and as guides for identification.

Spiders, of course, failed to gain admission to **The Oxford Book of Insects**, by John Burton (Oxford University Press, 206 pp., $10); but next time you go punting on the Thames let Mr. Burton help you identify the damselflies, lacewings, and butterflies that are among the 800 British varieties catalogued here in a logical arrangement and pictured in color against their favorite plants and in their metamorphic stages. Love that Pearl-bordered Fritillary!

Should children be given access to a book that tells how sex partners exchange love darts to stimulate sexual behavior? And how certain individuals switch sex? And with the sexual anatomy illustrated in color? Yes, if its redeeming educational value equals that of **Seashells of North America**, by R. Tucker Abbott (Golden, 280 pp.; hardbound, $5.95, paperback, $3.95), another great "Guide to Field Identification." If you have never seen a Noble Wentletrap feeding on sea anemones, its egg string half-buried in the sand, you have a whole new life to live. Class by class, with their fantastic habits and myriad shapes, 850 mollusks, not neglecting octopuses and squids, are described or mentioned, and the thousand color pictures include most of them. The first 50 pages conscientiously provide a background in marine biology for study and collecting.

Recognizing Flowering Wild Plants, by William Carey Grimm (Stackpole, 348 pp., $7.95), is a guide to 900 common species found east of the Mississippi from Canada to northern Florida. The author has made pencil drawings of over 700 varieties to help the lay user; seeking to identify a flower, you are led by the 8-page key to the right family and species. But the book must suffer in competition with less expensive, more colorful volumes that offer even more ingenious identification systems.

And while he's at it, the amateur botanist may as well be gathering some of the plants mentioned in **More Free-for-the-Eating Wild Foods** (Stackpole, 192 pp., illustrated, $4.95), in which Bradford Angier tells how to recognize at least 42 varieties, and prints 200 ways for preparing them. Young milkweed shoots, it appears, are as good as asparagus; pinecone nuts and pine bark and needles are all worthy of a cook's attention, barberry sauce and jelly sound delicious, and pokeweed stems on toast are something Escoffier would scoff at in vain.

5) The World Book Dictionary, edited by Clarence Barnhart (Field, 2 vols., 2,544 pp., illustrated, $50.20), has been considerably expanded since it was first issued (see our comment in SR, Mar. 21, 1964), espe-

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cially since the 1968 edition. The 14,000 entries added for 1969 bring the current edition up to 204,000 entries, as against 180,000 in 1963. For the sake of comparison: *The Random House Dictionary, College Edition* (at $7.95) weighs in at 155,000 entries, of which 13,500 are biographical or geographical—two groups that are excluded from both WBD (because it is designed for owners of an encyclopedia) and *Webster's Third New International* (at $47.50), an unabridged Merriam dictionary of over 450,000 entries. The advantages of WBD are that 1) its definitions are written for the age level of the person likely to be looking up the word, 2) definitions of even the most abstruse or technical words and phrases are written with a feeling for the reader's needs rather than under the constraints of an editorial straitjacket, and 3) the pronunciation system is easy to follow. WBD is particularly rich in usage examples and English and foreign phrases.

For the youngest scholars in the family, beginning to tire of their ABC books, **Words to Know**, by Harry Bricker and Yvonne Beckwith (Standard Educational Corp., 223 pp., $5.95), is a good first dictionary. About 600 entry words are used in simple sentences, and pleasantly and colorfully illustrated in an ambience of suburbia. The text uses a scientifically selected vocabulary of 1,200 words, all listed in the index. Marginal color bars that change with the letter should help children find words in their alphabetical sequence.

Many children in the 8-12 group will be ready for a beginning thesaurus. **In Other Words**, by W. Cabell Greet, William A. Jenkins, and Andrew Schiller (Lothrop, 240 pp., $4.25), is the younger set's Roget (and a lot more inviting). After the explanation of each of the hundred familiar entry words there appears a string of synonyms, which in turn are explained, differentiated, and exemplified in sentences geared to children's interests. These and the antonyms also occur in their alphabetical places, with cross references to the synonymy. The method should stimulate youngsters to use fresh words rather than "tired" ones. The illustrations, amusing as well as purposeful, depict races than the pink.

Norman's Woe, the celebrated reef off Gloucester, Massachusetts, is not to be confused with a little island south of the Cape named Noman's Land after the Indian Tequenoman, and at one time called Martha's Vineyard. That name has long been applied to its famous neighbor, which until 1700 was known as Martin's Vineyard, so named by one of Raleigh's crew. Pick's Pike, Plato's Cave, the respective wives of Caesar and Potiphar—they're all identified and explained at length in **Whose What?**, by Dorothy Rose Blumberg (Holt, Rinehart & Winston, 190 pp., $43.95), an intriguing if not exhaustive compilation of phrases of that nature.

She doesn't, however, mention Pike's Peakers the name oldtimers gave to gold-seekers of that region during the 1858-59 rush, according to Ramon Adams's **Western Words: A Dictionary of the American West** (Oklahoma, 372 pp., $7.95), a much broader version of the 1944 edition. The definitions are informal and anecdotal, as are the attempts to trace the sources of expressions like *Hell on wheels*; and there's many a good little yarn told to show how (though not usually *when*) the cowmen, trappers, boatmen, loggers, gamblers, and other groups employed some of the 2,500 expressions included here (not counting cross references.)

Generations of editors, authors, and other word-users have relied on **The University of Chicago Press Manual of Style**, now issued in its twelfth edition, edited by Morris Philipson (556 pp., $7.50; after June 30, $10). This is the first revision in twenty years and the most extensive. The mechanics of manuscript preparation and bookmaking are given in Parts 1 and 3. It is Part 2, the main body, that is worth its weight in platinum for most writers, both neophyte and professional. There are 24 pages on punctuation alone, elaborately classified to lead the reader directly to the root of his problem, with unmistakable rules and a slew of examples. The chapter on spelling discusses plural forms and compound words that you didn't know were difficult until you tried to type them out. Foreign words, quotations, notes, tables, numbers, proper nouns of many kinds—a thousand distinctions, both obvious and subtle—all presented in an impeccable typographic manner, crown this the queen of reference books, as a good dictionary is the king, for the writer or editor styling a ms. for publication.

6) The Fourth Series of Frank N. Magill's **Masterpieces of World Literature in Digest Form** (Harper & Row, 1,350 pp., $11.95) plugs many of the holes left open in the first three volumes, branches out more extensively than before into poetry, essays, journals, and other nonfiction, and catches up with recent work in all categories. Each Series covers 500 works, concentrating on books studied in high schools and colleges; to each it devotes at least two double-column pages of illuminating analysis, summary, and background, surprisingly well written despite the necessary conciseness. The new volume, at last, has a cumulative author-title index. It reveals some curious inclusions, as well as gaps that one hopes will be filled by a succeeding series. This time the poetry, accounting for a third of the material, may have been overdone, covering as it does poets as relatively obscure as Philip Larkin and Sor Juana. Edna Ferber's *So Big* and five novels by Ivy Compton-Burnett are here; yet so far Magill has never examined *The Mysterious Stranger*, *Martin Eden*, or anything by Michener, Gary, or Mailer, while Hesse, Cozzens, and Arthur Miller have been represented by only one work apiece. "No Fifth Series is contemplated," says Magill. "Nonsense!" say we.

Book people will cheer the publication of the eleventh edition of **The Reader's Adviser**, edited now by Winifred F. Courtney (Bowker, Vol. 1, 1,114 pp., $18.50). With Volume 2, to be issued in the fall, it will run to 1,750 pages, a 35 per cent increase over the tenth edition (1964), and be revised throughout. This "Guide to the Best in Literature" is a unique sort of classified, annotated, critical bibliography of the cream of books in print in every category (but taking cognizance of related out-of-print titles). The 28 chapters of Volume 1 deal with "books about books," literary reference

(*Continued on page* 54)

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Booked for Travel

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The Snows of Kosciusko

THE FIRST SNOW flurries come as early as April. June brings deep drifts of powder. Blizzard winds of August beat the snow into waves of sheet ice called *skavla*. In November a skier climbs to the last of the spring snow and looks down to a blanket of purple hovea blooming on the lower slopes.

In the Snowy Mountains of New South Wales a traveler from the Northern hemisphere never quite adjusts to Australia's turned around calendar. The result is a certain sense of unreality that seems to distract even veteran summertime skiers who follow the snow southward year after year. One is further disoriented by the remoteness of the mountains.

Phrasemakers call them the Alps of Australia, these peaks of the Great Dividing Range, but with mountains, as with wine and women, to compare one with another is to miss the essence of both. The Alps of Europe have stood like silent sentinels while 5,000 years of history have moved through their passes. The mountains of southeast Australia, astride the borders of New South Wales and Victoria, have stood like sentinels over ages of historical silence.

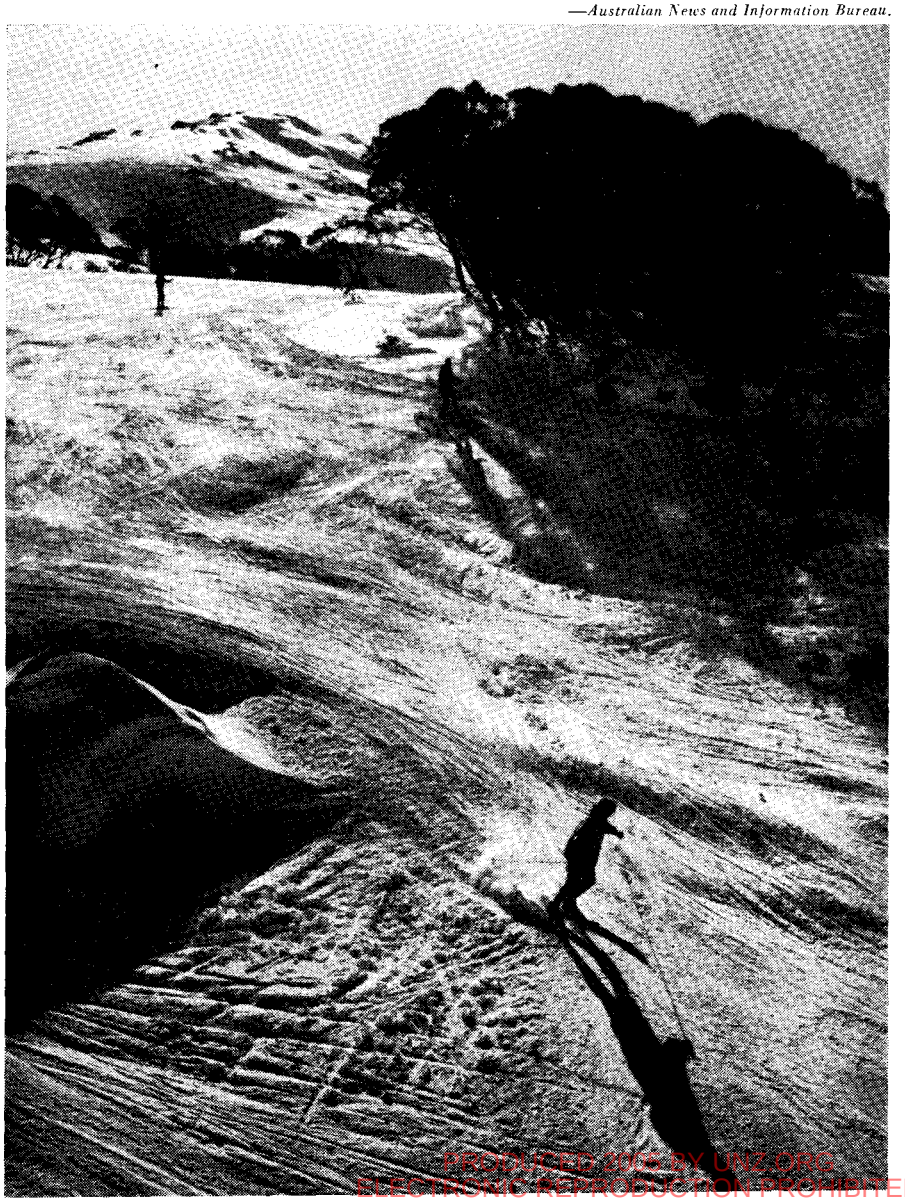
Remoteness and silence linger today, in spite of the comparatively new ski resorts and the awesome remaking of nature by a hydroelectric irrigation project. Once you get beyond the tracks of the snowcat, there are not too many generations of man who have marked those slopes before, certainly not in winter. Aborigines made annual pilgrimages to the Snowy Mountains, but wisely were gone before the chill winds of April. They came during the fall to fatten up for cold weather on the caterpillar of the bogong moth.

The Snowy Mountains will not seem so remote much longer. Supersonic speeds and inevitably reduced air fares of the 1970s will make an Australian winter vacation in July an entirely practical consideration for many aficionados of snow. This year more North American and European skiers than ever before are leaving for New South Wales as spring slushes the runs at Mammoth and Davos. Most will bypass Chile, where a prolonged dry spell has blighted the popular winter sports scene.

Australia's Snowy Mountains, now part of Kosciusko State Park, 240 miles and a pleasant day's drive southwest of Sydney, can't approach the towering heights of the Chilean Andes, nor even the peaks of the Alps. Mt. Kosciusko, at 7,316 feet, is the highest mountain in Australia. But the entire massif of Snowy Mountains and gorges, snow-covered at least five months a year, spreads over 5,000 square miles, with a greater area of skiable slope than the whole of Switzerland. It is perhaps the most extensive snowfield in the world suitable for winter sports. Avalanches are unknown.

Australia's Perisher Valley—Schussing through billowing powder in June.

—Australian News and Information Bureau.



So remote are the Snowy Mountains that historical data is scarce, sketchy, and sometimes debatable. There is an intriguing possibility, for example, that Mt. Kosciusko may not even be Mt. Kosciusko. Hume and Hovell, the first European explorers to trek into the mountains, didn't arrive until 1824. Sixteen years later, Count Paul Edmund de Strzelecki, the Polish explorer and unmethodical scientist, climbed the highest peak on the horizon and named it Kosciusko. With characteristic disregard for small details, he neglected to build a cairn to mark the summit.

Nobody is sure today which mountain he did climb. For a long time it was assumed he had climbed the peak now known as Mt. Townsend, the most spectacular mountain in Australia and the one that appears to be the highest, particularly from the westerly approach followed by Hovell, Hume, and Strzelecki. In contrast, the present Mt. Kosciusko, often hidden by Mt. Townsend when you climb toward it from Geehi Flats, is a much less prepossessing mound, to local eyes and pride. However, when scientific reckoning proved it to be 67 feet higher than what has now become Mt. Townsend, literal-minded geographers accepted Strzelecki's claim to have climbed "Australia's highest peak" and switched the name,

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making no one happy. You can still get an argument that Townsend is the real Kosciusko.

Some twenty years after Strzelecki's expedition, miners working at Kiandra, about 30 miles to the north of both Kosciuskos, established what claims to be the world's oldest existing ski club. The first members of the Kiandra Ski Club needed skis, which they called "snowshoes," to get to work. The heavy skis were harder to turn than snowshoes. Whatever maneuvering could be done was accomplished with a single 10-foot ski pole. For many years, Kiandra also claimed to be Australia's highest township, but in the continuing game of one-up-manship as played in the Snowy Mountains, Cabramurra currently claims this "honour" on the basis of modern scientific measurement.

Along with the miners, the pioneering horsemen of Monaro came into the Dividing Range, followed by the frontier poet who wrote about them and their mountains. Banjo Paterson, against his poetic wishes, will probably be best remembered for the lyrics of "Waltzing Matilda." Almost as well known in New South Wales is his "Man From Snowy River." Every schoolboy can recite:

> And down by Kosciusko where the pineclad ridges raise
> Their torn and rugged battlements on high,
> Where the air is clear as crystal, and the white stars fairly blaze
> At midnight in the cold and frosty sky. . . .

For a decade after World War II, skiing under the cold and frosty sky could be enjoyed only by the mountaineer rugged enough to climb his own mountain before schussing down through billowing powder snow. Thredbo Ski Village, the first such Alpine sport development in Australia, wasn't opened until late in 1957. Oldtimers recall that for the next several winters, while the fine road now known as Alpine Way was being built from Jindabyne through Dead Horse Gap, a sportsman could never be sure how long it would take to reach Thredbo, or whether he would reach it in time for a weekend of skiing.

Now there is seldom any doubt. From Sydney to Cooma, gateway to the snow country and a surprisingly cosmopolitan city of 10,000, there are options of traveling by plane, bus, train, or car. The shortest drive to Cooma is only 264 miles, over the Hume, Federal, and Monaro Highways through Canberra, Australia's capital city of gracious avenues and parks, where flowering trees taunt the spring snow on nearby mountains. Another drive, 80 miles longer but well worth the time, follows Prince's Highway through Bega and Nimmitabel.

The Airlines of New South Wales flies pressurized Fokker Friendships to Cooma from Sydney in one hour and five minutes. Beginning in mid-June, the Snow Express train leaves Sydney every Friday evening at 8:25, with two sleeper cars and reclining first-class seats. It reaches Cooma at 5:30 the next morning. Heated buses journey overnight from Sydney to Thredbo and Smiggin Holes in time for breakfast and the first rather groggy run of the day.

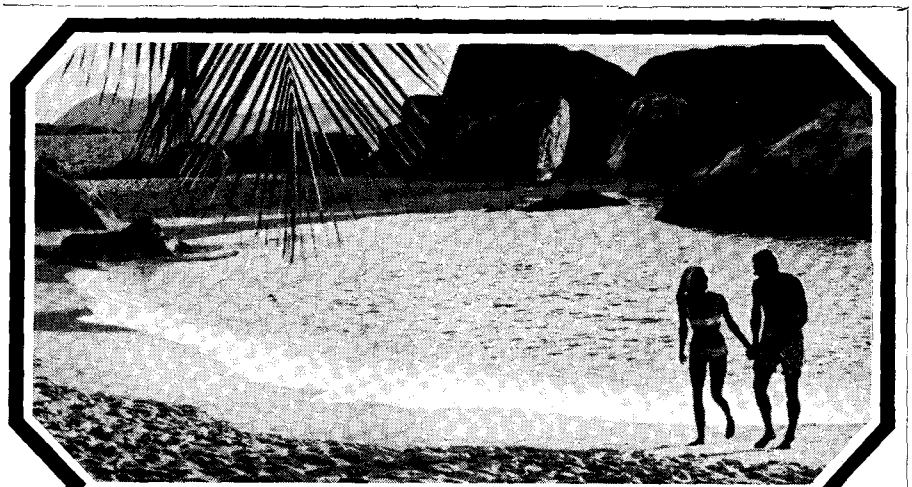
The road to Thredbo and Smiggin Holes is kept open through the snows of June, July, and August, a time when the old road used to be unpredictable. Snow Clipper, snowcat, and snowmobile plow their way to the more domestic resorts at Perisher Valley and Charlotte's Pass, where their tracks will often be the first to etch a new snowfall.

Though Smiggin Holes, in the tradition of the Snowy Mountains, may soon be advancing some claims of its own, Thredbo still insists on calling itself Australia's only international ski resort. You'll find more of the international set here, but more of Australia's younger set at Smiggin Holes, where the night life is best described by nineteen-year-old Jennifer Lean from Galong: "We just kind of take over."

Perisher Valley and Charlotte's Pass are also moving up to challenge Thredbo. The domed Kosciusko Chalet at Charlotte's Pass, the modern Sundeck and Man From Snowy River hotels in Perisher Valley are kept jumping even without the benefit of an all-weather road.

From June to October, Thredbo Alpine Hotel does offer a guarantee unique among ski resorts: Skiable snow or your money back. The après ski life there is beginning to take on the tones of Aspen or St. Moritz. On a Saturday night, more than 300 skiers will pack into a lively dungeon called the Keller. The action vibrates between here and the Copper Kettle. Dinner can begin with cocktails at the Schuss Bar, then move on to thick Australian steaks in the Tom Groggins Room.

Prices at Thredbo do not recall Aspen or St. Moritz. A six-day package at the Thredbo Alpine, Sunday dinner through Saturday breakfast, costs $64 a person. This includes breakfast and dinner daily, unlimited use of all ski lifts, and ten hours of professional instruction. Austrian, not Australian, instructors give the lessons. They're a status symbol in the Snowy Mountains too. The same package with bunk accommo-



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"Giselle" is a perennial favourite with Royal Winnipeg Ballet Theatre audiences. Below, "Yen-Lo", one of the "Judges of Hell" in Ancient Chinese Legend (Ming Dynasty, 1368-1644). He now makes his home in Toronto's renowned Royal Ontario Museum. Other openings? Other shows? Just mail the coupon.

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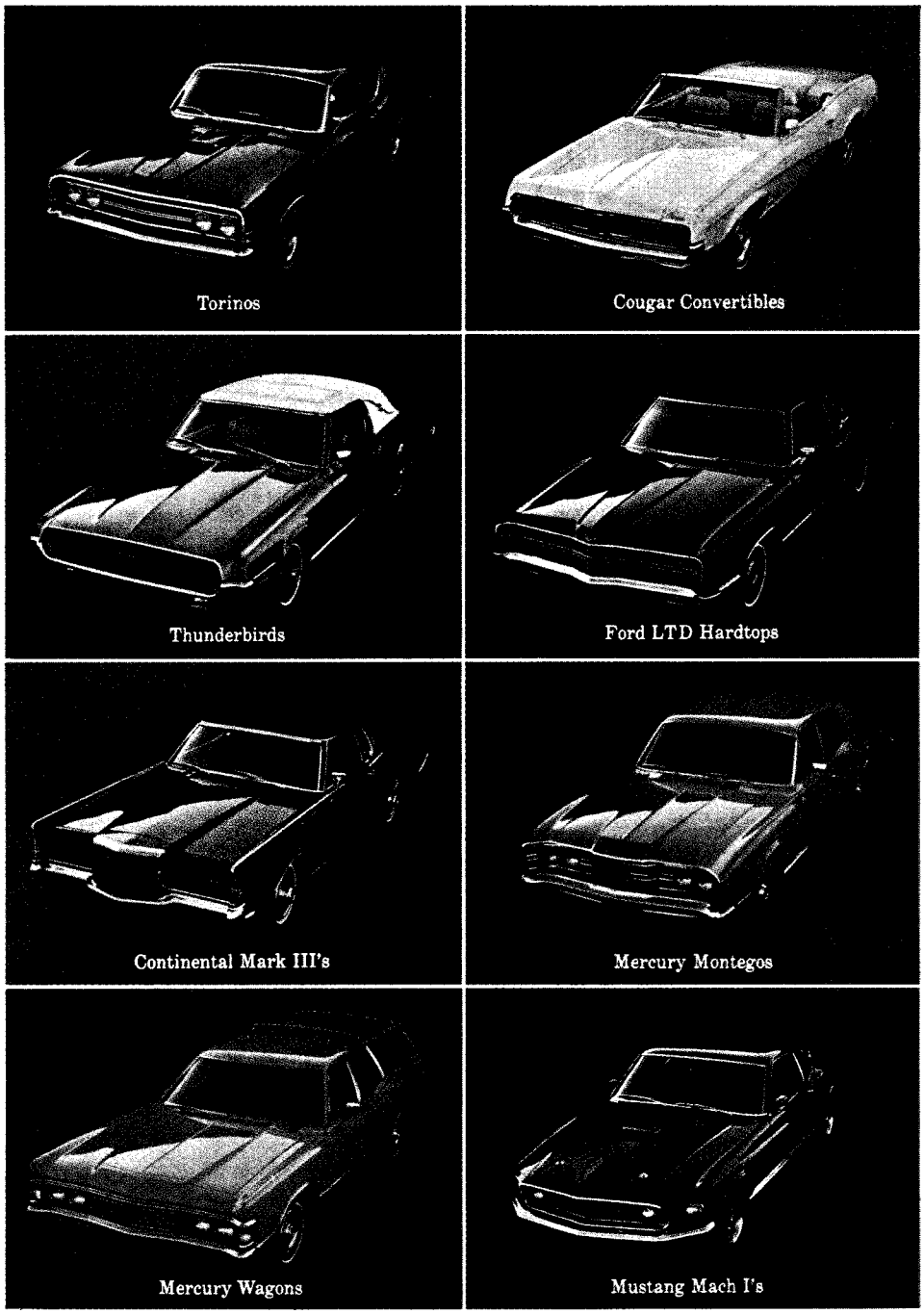

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dations instead of private room and bath would be $36.

Thredbo is built on the side of its valley, the Snowy Mountains rising 2,000 feet above. There are 15 miles of expert, intermediate, and beginner trails winding through snow-laden trees and across wide bowls. Nearly three miles of chair lifts take you to deep powder snow at the summit. The longest chair lift rises to the peak of a championship run not inappropriately called Crackenback. On weekends you can ride this at night to Kareela Restaurant, just beneath the summit, where frosty windows and moonlight on the snow do something to the food, wine, and music.

From Cooma, the non-skier is offered a variety of two-, three-, and four-day motorcoach tours through the Snowy Mountains. These tours give you the opportunity to see the magnitude of the irrigation project. The old Australian dream of diverting the wasted waters of eastern rivers into the arid interior is becoming a reality, and with a minimum of esthetic violation. By 1975, a quarter century after the Snowy Mountains Hydroelectric Power Act was passed, the completed project will cover more than 2,500 square miles and include tunnels, aqueducts, underground power stations, and seventeen large dams, at a cost of nearly a billion Australian dollars.

But all of this drops out of your mind as you ski along a ridge above Charlotte's Pass and look out across the Main Range, the white, wind-buffeted crags and the lower slopes shadowed with mountain ash. Fresh snow that has fallen during the night re-creates the remote world of prehistory. You are linked to the present only by the two long slender threads of your own ski tracks. The clouds break apart to open small windows for the sun. Blue and gold fires light up inside the new snow crystals. The gnarled snowgum trees become fantasies of spun glass. It's an August morning to remember.

—Frank Riley.

Frank Riley, a free-lance writer living in California, frequently contributes to *SR*.

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SR Goes to the Movies

Arthur Knight

A Matter of Who

ONE OF THE biggest obstacles to getting a film made, most Hollywood producers will tell you, is finding the proper stars for the leading roles. It is not merely a question of turning up actors who are able—and willing—to play the parts, but also of ascertaining that they are sufficiently "bankable" for those who must underwrite the staggering production costs. Oddly enough, some of the industry's most familiar names, stars with lengthy and impressive track records, are no longer deemed capable of sustaining a picture whose budget exceeds $2 million. And although few scripts today are written with a specific star in mind, the consequences of failing to obtain one of the first magnitude can affect every aspect of the production. Budgets are slashed, secondary roles fall to more obscure performers, and the studios tend to regard the entire enterprise primarily as fodder for their distribution machinery.

Such is the sad fate of *Where It's At,* written and directed by the talented Garson Kanin. Originally, it was anticipated that Cary Grant would play the lead – the hard-bitten, knowledgeable owner-manager of a Las Vegas gambling casino—and that Warren Beatty would come in as the hippie son who learns the ropes in a hurry, eventually easing his father out of the business. (*The Take-Over Generation* might have been a more accurate and descriptive title.) Unfortunately, when Grant's enthusiasm for the project waned, so did Warren Beatty's. Budgets were revised, and the film went into production with David Janssen and young Robert Drivas. For all of Kanin's valiant efforts to keep his ball aloft and glittering, it is a little like watching the third national company of *Oklahoma!* playing a one-night stand in Amarillo.

What is even more unfortunate is the realization that, with the original cast (or a reasonably exact facsimile), *Where It's At* might just possibly have worked. It is a bit too much to ask one to believe that the youthful Drivas, introduced as being fresh from Princeton (and carrying on a puppy love romance with his father's secretary, Brenda Vaccaro), could successfully run an elevator, much less an entire casino. Indeed, even Janssen himself seems more like a junior executive than a senior partner. With these discrepancies on the surface, one is constantly tempted to question the script. Wouldn't it be to Drivas's advantage to have someone who knows the ropes remain on the payroll? Aren't there possibly higher-ups in the syndicates that control gambling who might resent an upstart's intrusion? Even the technique by which Drivas wrests the reins from his father's grasp is so glossed over as to be totally unconvincing.

And so, as if to divert attention from the story, Garson Kanin throws in peekaboo shots of Las Vegas at work and at play—the lush lounges of Caesar's Palace, highlights from the show at Circus Circus, glimpses through the one-way mirrors that keep the dealers honest (or at least on the side of the house). More peekaboo shots of Janssen and Drivas both at work and at play with various obliging ladies of the house were enough to earn the picture its "R" rating. But for all of Kanin's smooth professionalism and innate wit, *Where It's At* ain't.

Casting problems also account for the primary weaknesses of an amusing and energetic costume film from England, *Where's Jack*? Perhaps it is purely an American reaction, but somehow the news that Tommy Steele and Stanley Baker are starring in a picture of that title, supported by Fiona Lewis and Alan Badel, fails to set the pulses racing. For one thing, few would know (or care) that "Jack" was the notorious Jack Sheppard, the legendary pickpocket, highwayman, and escape artist of early eighteenth-century London. Presumably, Jack was hanged in his twenty-second year—although, for the sake of the legend, the film implies that this was not necessarily so. But the real problem is Tommy Steele, who portrays him. Steele can light up a stage; on the larger-than-life screen, however, he just seems to be selling too hard. The settings and costumes, patterned after Hogarth, capture the sense of period as effectively as *Tom Jones* did. But unlike *Tom Jones,* it lacks a star who can sustain it.

What can happen when a star is neatly wedded to his material, however modest, is at the moment best exemplified by James Garner in *Support Your Local Sheriff*. William Bowers's screenplay, a sophisticated spoof on practically every Western ever made, recalls Garner's popular *Maverick* series on television. And Garner, now a decade older and more assured, slips back into it like a second skin. His relaxed, easy approach makes one realize how much the right actor really adds to a movie.

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World of Dance

Walter Terry

Fonteyn and Nureyev in *Swan Lake* —"super-stars" of the Royal Ballet.

Fonteyn: Instant Magic

"YES," said Dame Margot Fonteyn, "it was a very, very special occasion and I felt it. It was very like putting all the eggs in one basket. There was the chance of falling and breaking everything. Fortunately, I didn't. I don't usually do the thirty-two *fouettés* in *Swan Lake* any more. It's not that I haven't done them—most of the time!—but I find that twenty-four are better musically. They lead right into Rudi's turns so much better. But this time I knew that I should do the thirty-two, because it was an *occasion* and because someone, somewhere, was asking, '*Can* she still do them?' So I did, and I didn't drop the eggs."

And it was an occasion that involved both fame and *fouettés*, for Fonteyn was dancing for the first time in the 1969 season of Britain's Royal Ballet in New York, twenty years after the then Sadler's Wells Ballet made its U.S. debut. It was *Miss* Fonteyn then; today it is Margot Fonteyn de Arias (her married name), Dame of the British Empire. It was the Sadler's Wells Ballet, before Queen Elizabeth II made it her Royal Ballet. It was the uncertain year of 1949 in which 189 possible touring weeks, in the U.S.A., lay two decades ahead—that is, if S. Hurok, the world's greatest impresario, pulled off his gamble of bringing an unknown dance troupe into the hot and steamy Metropolitan Opera House of 1949. Hurok pulled it off. So did Fonteyn.

If you are old enough, you will recall that a Scottish red-head, Moira Shearer, who had made a movie *(The Red Shoes)*, was the object of attention in advance of the opening. No one seemed to listen to Hurok when he said, "But it's Fonteyn." However, when the thirty-year-old ballerina made her entrance as the radiant Princess Aurora in *The Sleeping Beauty* at the old Met, it was all over but the shouting—and they've been shouting, for Fonteyn, ever since.

This year, in the spring of 1969, the Royal Ballet opened at the new Met with a trio of ballets; an act from the dazzling old *La Bayadère* of Petipa, and two new works by the troupe's director and chief choreographer, Sir Frederick Ashton—*Enigma Variations*, one of the most beautiful productions to be seen in ballet, and the bouncy *Jazz Calendar*. (More about them another time.)

Behind the scenes, along with Sir Frederick, were Sir David Webster, general administrator of the Royal Opera House, Covent Garden, and Hurok. "Very often," said Sir David a few days ago, "we never got around to signing contracts until a season was well under way. When you work with Sol, you work in total honesty. And we have 189 American weeks to show for it."

On stage this opening night was the Royal Ballet itself, much, much better than it was twenty years ago and, indeed, now at the peak of its shining powers. Also on stage was that super-star, Rudolf Nureyev, associated with the Royal Ballet since 1962 and Fonteyn's favored partner, but his co-super-star was absent. On this anniversary year, balletomanes had to wait until the tenth program to see Dame Margot dance and, somehow, to make the twentieth anniversary official.

So she arrived as Odette, the soft, lyrical Swan Queen, and as Odile, evil and desirable—like forbidden fruit—with her conniving imitation of Odette and, of course, her mesmerizing thirty-two *fouettés*. And how can one explain the continuing magic of Fonteyn? You can't, of course, but there are some contributing factors.

She works ceaselessly. Sir David told me that when she flew in from London, she had had a ballet lesson before she left and had another on her arrival. But there is more to it than work, for something not only magical but new happens each time she dances. "I *prepare* for a performance," she told me, "but I never *plan* a performance. What happens must happen *at* the time of the happening. For me, this is especially true of *Giselle*. But in *Swan Lake*, in the Act II exit, I can't really say, to answer your question, whether I'm going to feel that I'm *withdrawing* from the Prince or *reaching* for him. It depends on so many things—the speed of the music or the way it sounds to me just then or, perhaps, even the way the Prince looks at me. So I really don't know in advance just what will happen. But whatever happens for that moment, I try to be ready for it. I try *not* to drop the eggs!"

Offstage, if you watch her closely—and she is not self-conscious about being looked at, she seems unaware of it—you yourself are conscious not of a super-star calculating an effect but, rather, of a truly beautiful being *prepared* to respond but not *planning* a response. The dark eyes, in their expression, change on the instant from unfathomable depths of seriousness to impish jauntiness. A gentle smile can effervesce into an irresistible giggle. Sometimes you will see sadness in the eyes and laughter on the lips, not in a trite *pagliaccio* sense, but because two or more feelings are in conjunction.

At lunch the other day, she had iced tea in a tall glass with tinkling, crystal ice and then, almost immediately, she had hot tea in a cup, which she almost cradled in her hands. Nothing calculated at all. Only Fonteyn savoring the moment.

So, when you see her on stage during this historic American anniversary season for the Royal Ballet, you are seeing a woman who adores her husband, slowly, but steadily, recovering from serious injuries; you are seeing a worker who is at-the-ready to serve ballet; and do you know you are seeing Princess Aurora, young and radiant and forever and ever, as in the fairy tales, living in the "now"?

Hopefully, Her Majesty's Royal Ballet will be visiting the onetime colonies for decades to come (under S. Hurok, of course!), but for this magical instant, 1969, it is FONTEYN.

Coming May 31st

"Steps from Stuttgart"

By Walter Terry

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Unbalanced Times

Continued from page 28

to supersede those of preservation of the state. This is often the fate of the state whose legal/political order is structured for the purpose of intervening in and controlling those aspects of life subject to great variation. Too many individual wills are offended, too many groups feel put upon by the state's command, and ultimately a major segment of the citizenry becomes alienated from those institutions from which the commands issue. (Public school officials who foolishly attempt to enforce standards of dress and hair styles in the face of fluctuating tastes should read their MacIver.)

In large measure the reason for the resilience of the American democratic system has been its adaptability to the multigroup nature of modern society. Indeed, the philosophical basis of the American democracy was, from the outset, that of limited government: separation of church and state; restrictions on legislation that would compel belief, interfere with freedom of association, or suppress the interplay of ideas. Then why the crisis of American democracy that we are experiencing today? Why has the government, even "the system" *per se*, become so unpopular? Why are the young taking to the streets, and to physical coercion, to effect change?

It is not enough to point to the sluggishness of government in responding to the new awareness of the disadvantaged. The American democracy *is* sluggish to respond, and those deprived have a right to mobilize pressure for change, but disparities have existed in the past, demands for their rectification have been shrill before, and the system has ultimately been adapted with ameliorants for the socio-economic ills, and with greater political power for upwardly mobile groups. There is no reason to assume that it cannot again change, to accommodate the new social forces produced by pockets of poverty amid plenty.

Nor is it a sufficient explanation to point to the widespread souring on bigness and vast centralized institutions. The "post-industrial" American society *is* experiencing widespread alienation of individuals from the mammoth bureaucracies of government. But the traditions of federalism, localism, and decentralization are highly compatible with a healthy, however belated, experimental adaptation of the political system to the craving for more direct impact by citizens on the institutional policies that affect their daily lives—call it "participatory democracy" or what you will. Here too there are grounds for impatience with the slowness of the American political system, which nevertheless should be able to respond to the new social forces without discarding its Constitutional framework.

MacIver digs deeper to seek the sources of "the unbalance of our times," as he calls it. He traces the shrillness of discontent, and the resort to philosophies and tactics that seem to violate the fundamental respect for persons, to the shock of awareness that millions can be blotted out in a holocaust that makes "no distinction of age or sex, of valor or cowardice, of good or evil." And for what purpose the annihilation? For the settling of conflicts over interests surely of lesser value than the survival of mankind itself. Yet we are prepared to go to the brink of this holocaust, and justify our and our adversaries' preparations to do so, because of the lack of a system for handling conflicts among nations analogous to the system we demand within the nation.

Reading MacIver's essays, one becomes intensely aware of the irony of our present situation. A multigroup community is rapidly forming on an international scale at the very time that the paranoid fears of military inferiority on the part of most nations drive political leaders to glorify the nation in arms and to condemn internationalist pacifism as antithetical to the security of that which we value.

MacIver insists that the security of what we value—the opportunity to implement the Golden Rule in interpersonal relationships, coupled with the opportunity for individual persons to develop their own potentials—is increasingly more realizable in associations that transcend the nation-state than in those identified with it.

Social forces have today outpassed the boundaries of states, claims MacIver. "Society gaining freedom within the territorial state of the modern world passes also beyond its borders. For society has no frontiers, no limitation. . . .The greatest social phenomenon of the present age is the expansion of society beyond the limits of any one state. . . , but as yet we have failed to bring our political thought in accord with this development."

Nations are becoming intersocialized. "Each country is becoming more and more bound up with the welfare of each." And the lines of social grouping and stratification tend less and less to conform to established political boundaries. These basic social forces, driven powerfully by the advances in science, especially those resulting in new communications and transportation linkages among peoples, are producing a new civilization. To those who comprehend this civilization—this multigroup global society—war between nation-states has become unintelligible. (It is only understandable as "civil war.")

The spread of this new civilization, the perception of its reality and the identification of millions with it "will someday make war impossible." But, recognizes MacIver, "the unintelligible often has a long life, in politics at any rate. Meanwhile the burden of an inferior civilization retards the steps of its successor."

If those currently tearing at "the system" were fully conscious of the meaning of their own acts, they might sense and constructively ride the progressive undercurrent of the times that MacIver illuminates, instead of getting seduced by those who preach a return to pre-technological forms of social organization.

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Literary Horizons

Granville Hicks

Stanley Edgar Hyman, I believe, is one of the most consistently interesting of our critics, one whose work I find stimulating even when I disagree with his judgments, as I often do. One of his aberrations that I deplore is his insistence that the novel has gone plumb to hell in the last year or ten years or one hundred years as the case may be. His perennial quarrel with contemporary writers of fiction leads me to sit up and take notice when I find him going out of the way to praise a new novel.

This is why, when I found a strong recommendation by Hyman on the jacket of C. L. Shipley's *The Jade Piccolo* (Atheneum, $5.95), I took another look at the book. "*The Jade Piccolo,*" Hyman says, "is a fine novel by a gifted novelist. It tells of a Midwest adolescent growing up in the discovery of how hard the world is. Although it has its own unique quality, it will remind readers at various times of *Huckleberry Finn, The Great Gatsby,* and *The Wanderer.* At a time when so little fiction is arresting or even readable, here is a novel within the fine old tradition of story telling. Do not miss it."

This is praise indeed, and perhaps it led me to expect too much, but it does seem to me that *The Jade Piccolo* is simply a slightly better than average novel, readable enough certainly but not more affecting than a lot of novels I have read in the past six months. I'm glad that I read it, as I probably wouldn't have done if it hadn't been for the Hyman blurb, but I am not putting out any flags.

The narrator is Jack Whitlow, who is in his forties as he tells his story, which deals with events that took place in 1929, when he was twelve. The device is a common one and can be effective, for it enables the older man to interpret events in which the twelve-year-old took part without fully understanding them. The trouble is that for long stretches Jack simply doesn't come alive as an adolescent.

The central figure is not Young Jack but his father's older brother, for whom he was named. Uncle Jack is a heroic figure to his nephew and to his nephew's close friend, Paul Van Loon, nicknamed Tarzan, although they know him only by reputation when the novel begins. The story is primarily an account of their disillusionment, which involves the discovery that a good many things are not what they seem.

I found Uncle Jack less then romantic even at the start, for he talks too much. But this is a bad habit from which most of the characters suffer. Even some of the minor characters prove to be articulate beyond anything the reader has expected from them. For instance, the assistant villain, implausibly named Bartley Bloke, "a very tough egg," often holds forth at length and in astonishingly genteel language: "I used to wonder, just idly, why, once Dorothy was back here, her son stayed out west." A housemaid named Kitty handles an important bit of exposition in a style reminiscent of some of the domestics in novels by Henry James.

As readers sometimes seem surprised to learn, the reviewing of books is not an exact science, and there are bound to be differences of opinion. Sometimes I think I can understand how the disagreements arise, but Hyman's blurb remains a mystery.

Nobody, I would suppose, is likely to call Paul Rader's *Professor Wilmess Must Die* (Dial, $5.95) a fine novel. But the publishers do proclaim it to be "the first novel to deal satirically with the current campus rebellion scene," and that is probably distinction enough. Barbara Bannon of *Publishers' Weekly* goes even further, calling it "a satire and a pretty darn good one."

One thing one doesn't expect from satire is plausibility in characterization, and Rader allows himself plenty of leeway. The college in question is named Los Angeles Western. In spite of its being located close to where the action is said to be, it seems to be a backwater institution, a hangover from the days of fundamentalism, anti-evolution laws, and the Legion of Decency. The real power in LAW is Haskell Mann, a business tycoon who is the college's great benefactor and chairman of its board of trustees. The president, inappropriately named Marshall Stride, is his cat's-paw, and the other administrators are timid souls except for Dean Harry Star, who is a cynical reactionary.

It is no wonder that the student rebels cause great dismay and win easy victories. Their strategy is directed by Rick Kozak, leader of Students for a Just Society. A glib talker, with a mastery of revolutionary phrases and quasi-mystical incantations, he stirs up the students and confounds the faculty.

Between the two parties stands Professor Earnest Wilmess, who thinks there may be justice in the students' charges and tries to mediate between them and the administration. Wilmess is forty and is married to a horror of a woman. It would seem as if the wife and the atmosphere of LAW ought to have crushed the spirit out of him long before this, but enough has survived to get him into trouble.

Kozak's rhetoric, which is always getting out of hand, grows madder and madder as the novel approaches its unexpected and unbelievable climax. "Six P.M. will start the working and rolling and racing," he tells his little group of close supporters. "Kinetic upsweep will take us to a twelve midnight signal-timing crisis point. Everybody must do as I say, exactly as I say. Power must start with the individual in control and move out in signal pulsations to oscillate compatible signal-carrying workers. The oscillations add together to make kinetic power surges that activate individuals towards purpose-identifying acts above and beyond the grasp of society. The glory point is a signal apex of explosive magnitude with cosmic radiation output potential. This will be a great moment for SJS."

The blurb refers to the events of the story as "simultaneously funny and frightening, always extended just a degree beyond reality." Fortunately for education and the future of the country, the novel scarcely comes within speaking distance of reality. Fatuous as many college administrators have proved themselves to be in this era of student dissatisfaction, the majority have shown that they were more intelligent and more responsible than most of us had supposed. The students, too, though given to dubious verbiage, have often talked sense. Best of all, most campuses have produced not just one man of good will on the faculty but dozens of deeply concerned and not easily intimidated men and women. How badly such teachers are needed is one lesson that Rader's novel does teach.

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Last Children of Violence

The Four-Gated City, *by Doris Lessing (Knopf. 614 pp. $7.50), explores the mystery of the self and the insanity of this century. Joyce Carol Oates's latest novel is "Expensive People."*

By JOYCE CAROL OATES

HERE IS A BOOK not to be read, but experienced.

The concluding "novel" of the five-volume *Children of Violence*, this powerful, prophetic, mysterious work takes the heroine, Martha Quest, from her young womanhood in London just after the conclusion of World War II to a contaminated island off the coast of Scotland sometime around 1997. Miss Lessing says in her Author's Notes that the book is "what the Germans call a *Bildungsroman*. We don't have a word for it. This kind of novel has been out of fashion for some time."

We certainly do not have a word for what Miss Lessing has done, and I doubt that the Germans do either. *The Four-Gated City* seems to me a truly extraordinary novel, an experimental work in the very best sense—and I am conscious of "experimental" works everywhere, most of them unreadable—that audaciously combines a traditional technique (the most scrupulous, authentic realism) with a fantastic theme (the prophecy of the catastrophe of England and the attendant madness of most of the world). One begins with *Martha Quest*, published in 1952, a perfectly competent novel about Martha's girlhood in "Zambia," Miss Lessing's fictional equivalent of Northern Rhodesia. In subsequent volumes one is taken slowly, with meticulous detail, through Martha's marriages, love affairs, and experiences in politics—only to find oneself, bewildered, in the highly complex world of *The Four-Gated City*, which treats the future with exactly the same naturalistic scrupulosity as the past. Has any other novel attempted this fusion of naturalism and fantasy, and with such success?

Miss Lessing's main themes are two: the mystery of the self, explored brilliantly here as it is in her other masterpiece, *The Golden Notebook*, and the insanity of the twentieth century. Martha, like Anna of *The Golden Notebook*, probes her own personality for weeks—months—in what must be the most fastidious self-analysis in literature, if not life. "Very extraordinary indeed was the human mind," one of Miss Lessing's characters observes. And extraordinary is her ability to make us believe completely in the agonizing process of self-discovery, a pure process devoid of specific aims, the "exploration of one's own being" in order to resist the destructive impulse of the self-hater who exists in everyone. Like other Lessing characters, though far more advanced than they, Martha Quest deliberately brings herself to the edge of madness, and past the edge, in order to live out the potentialities in herself for hatred, for "evil," for whatever truer and more deadly insanity has infected the modern world.

Turning from individuals who have approached or crossed the border into madness (and *The Four-Gated City* is filled with "neurotics" and "psychotics"), Miss Lessing makes a most convincing and depressing argument for the madness of the entire world. Gradually the novel becomes prophetic: we move unobtrusively into the future. The "history" of violence begins with a consideration of what we already know and progresses reasonably into another dimension, the logical development of what we already have. "Sometimes it was gangs of young men . . . who might decide to go off in cars or even running in a pack like wolves to smash up some other place. Or it was men and women together. . . . Sometimes it was students. Sometimes it was the semi-organized militia employed by a big farm or industry. . . . Apart from the raiding and rioting expeditions for fun, the fighting tended to go on under high-flown slogans. . . . From the early Seventies onwards individuals or groups or even whole cities might succumb to a condition like a child's 'promising to be good.' A university would suddenly 'pledge solidarity with' or 'obedience to' or 'support for' the country. . . ." And there are, of course, race riots, crimes, self-administered "justice," etc. "People kept taking leave of their senses," says a man whose record of his experiences is included in the long Appendix to the novel.

Growing apace are the insanity of weapons—newer and bigger and more weapons—and the insanity of man's mismanagement of his own power over nature and himself. "We were poisoned. Our nervous systems were shot to pieces—from the noise we had to endure from traffic and . . . aircraft; the air we breathed was foul, and full of toxic substances; we were ill because of the drugs we filled ourselves with . . . and purgatives of all kinds and sedatives and sleeping drugs. Our food was poisoned by preservatives and the toxic substances we used on crops, and the atomic wastes dumped in the sea. . . ."

It will probably be objected to that Miss Lessing has begun a fairly traditional work and taken it to unusual, even perverse, extremes. When Martha Quest appears in London and seeks a job, she is a typical young woman, an intellectual, politically conscious, but not terribly brilliant or artistic person. She accepts a job as secretary to a writer. From that point onward the novel is a sometimes exasperating series of anecdotes, dramatic interludes, dogmatic passages, meticulous analyses of the states of mind of quite a few people, most of them what we would call, conventionally, mentally ill; and we keep waiting for Martha, the "heroine," to become central again and to move on to new adventures. We particularly wait for her to fall in love or to somehow shape her shapeless, peculiar life. (She is a kind of mistress to the writer, whose disturbed and beautiful wife lives in the basement of the house and who is an important friend of Martha's.) She does not. Indeed, the novel concerns itself with Martha only as a point of view, a consistent consciousness, rather than as a dramatic character. For all the ups and downs, the domestic and international crises, this is a strangely undramatic novel, and it is certainly Miss Lessing's intention that it be so.

Highly provocative, *The Four-Gated City* is a most surprising sequel to the earlier *Children of Violence* novels.

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The Victors, Spoiled

Peace After War, *by José María Gironella, translated from the Spanish by Joan MacLean (Knopf. 774 pp. $10), depicts Spain in the years immediately following Franco's victory. Books by Robert Payne include "The Civil War in Spain, 1936-1939."*

By ROBERT PAYNE

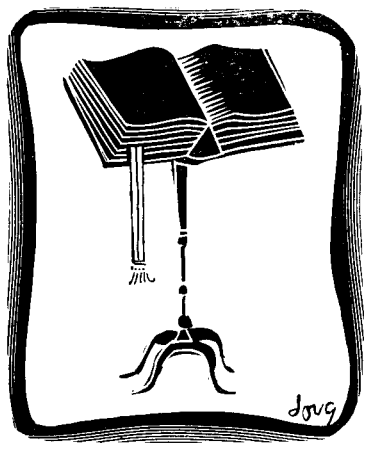
EVER SINCE HE WROTE *The Cypresses Believe in God* José María Gironella has borne the burden of a special responsibility. It was not so much that he was the most intelligent and sensitive apologist for Franco, the one man who could describe the Spanish Civil War from the Nationalist side with a sympathetic understanding of all the forces at work. What was far more important was that he was essentially the Catholic humanist, a man trained to understand rather than to make judgments, and possessing a peculiarly sharp knowledge of human behavior. He had no illusions about the horrors of the war or Franco's total insensitivity to them. Only nineteen when the conflict broke out, he belonged to the generation of survivors still young enough to want to put the pieces together again. He had courage and a sense of style, and *The Cypresses Believe in God* was a memorable performance, because it was far more than a novel. It was an act of faith, Gironella's way of putting the pieces together.

Peace After War is another act of faith, but it must be admitted that the faith is weakening. In telling the story of the years immediately after Franco's victory the author is at a disadvantage: he must deal with a triumphant army and a triumphant Church and an even more appalling triumphant middle class. The cause has been saved; the Reds have been put to flight; the spoils belong to the victor. Or do they? Gironella seems to be hinting that the victor is quickly corrupted by the spoils and that in fact there is no victory.

He gives a wonderful description of the Most Reverend Dr. Gregorio Lascasas making his triumphal entry into the Catalán city of Gerona, which had had no bishop for three years. Dr. Lascasas, divinely vaccinated against frivolity, takes possession of his See with a sense of divine mission; the flock are not quite so obedient as he had hoped, nor is the civil authority quite so understanding of the enormous responsibilities he has undertaken. The survivors in Gerona are confused, guilty, strangely dispirited. They marry, have children, die; and all the time they seem to be aware that something has gone wrong because some important element in their lives has vanished beyond recall.

Gironella has written an epic of the dispirited, guilt-ridden victors whose victory is a nightmare. There are, of course, even worse nightmares reserved for the defeated, but we rarely see them. Cosme Vila, the Communist leader, has taken refuge in Russia, where he broadcasts in Spanish, knowing full well that scarcely anyone is listening to him. Juan Antonio Dávila, the civil governor of Gerona, wages a kind of war against his restless, unhappy wife, and a health inspector with the odd name of Don Maximiliano Chaos wages another kind of war against the filth in the hospital. These are small wars; the greater battles are being fought elsewhere. The Spanish, bled white, gazing across blood-drenched Europe, feel that the whole world is being given over to senseless massacres, and are happy in the knowledge that their own massacres are temporarily over.

Peace After War finally produces a curiously static impression, in spite of its vast array of characters in perpetual movement. A provincial city going to seed, the quarrels and sudden reconciliations among the tempestuous Alvear family, a whole division of the Spanish army setting out for inevitable defeat on the battlefields of Russia—all these are perfect subjects for a novel; but we are puzzled to discover that everything seems to be taking place in a vacuum. Devout, well-meaning, respectable men are seen embracing the cause of Franco as though it were the most natural thing in the world, and we watch the life going out of them until they are like dolls spilling their sawdust. They move mechanically, jerkily, lifelessly, and they know they might as well be dead. Their



appointments on this earth are very temporary, and in this they resemble Lieutenant Montero, who spent his days giving orders to the firing squads until he suffered a nervous breakdown. Then he was given a temporary appointment in the city library.

Gironella plays the game honestly, recording accurately what he knows about the provincial life of Spain. It is not his fault that a deathly silence hovers over these pages. When, a hundred years from now, historians attempt to discover what it was like to live under Franco during the early years of his rule, they will have to go to Gironella. He gives us the atmosphere and color of that medieval tyranny which survives so strangely in the modern world, and no one could do it better. Moreover, the translator, Joan MacLean, has done her work so well that there is scarcely a moment when you are aware you are reading the book in translation.

Your Literary I. Q.

Conducted by David M. Glixon

BELLICOSE-LETTRES

The works at the left were written about the wars at the right. Jo Ann West commands you to effect the right liaisons all the way down the line. For reinforcements, telegraph page 53.

1. *The Anabasis* ( ) A. Trojan
2. *And Quiet Flows the Don* ( ) B. Peloponnesian
3. *Andromaque* ( ) C. Persian
4. *A Bell for Adano* ( ) D. Punic
5. *Boule de Suif* ( ) E. Crusades
6. *The Charge of the Light Brigade* ( ) F. Roses
7. *Hell in a Very Small Place* ( ) G. French & Indian
8. *King Henry VI* ( ) H. Amer. Revolution
9. *The Last of the Mohicans* ( ) I. Fr. Revolution
10. *Lysistrata* ( ) J. Napoleonic
11. *Man's Hope* ( ) K. 1812
12. *Oliver Wiswell* ( ) L. U.S. Civil
13. *The Red Badge of Courage* ( ) M. Franco-Prussian
14. *The Red Laugh* ( ) N. Russo-Jap.
15. *Salammbô* ( ) O. Crimean
16. *The Star-Spangled Banner* ( ) P. World War I
17. *A Tale of Two Cities* ( ) Q. Russian Revolution
18. *The Talisman* ( ) R. Spanish Civil
19. *Three Soldiers* ( ) S. World War II
20. *War and Peace* ( ) T. Vietnamese

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Shades of Gogol in the 1930s

Years of Hope, *by Konstantin Paustovsky, translated from the Russian by Manya Harari and Andrew Thomson (Pantheon. 219 pp. $4.95), the fourth part of the Soviet author's six-volume unfinished autobiography, deals with his experiences in Odessa in 1920-21 as a refugee from the Russian civil war. Sidney Heitman is professor of Russian history at Colorado State University.*

By SIDNEY HEITMAN

THE DEATH OF KONSTANTIN PAUSTOVSKY in Moscow last year all but closed an era in Soviet literary history. One of the last survivors of the first generation of Soviet writers, he was also a member of the dwindling group of literary giants who began their careers before 1917 and somehow endured the Revolution, the civil war, and the Stalin years. A popular poll taken some time ago asking, "Whose works would you take to the moon with you?" placed Paustovsky second only to Pushkin.

But the very quality that endeared him to Soviet readers—his courageous and uncompromising personal and literary integrity—placed him under the shadow of official censure. An outspoken champion of intellectual freedom, particularly in the arts and above all in literature, he was passed up in 1965 for a Lenin Prize. His offer to defend the non-conformist writers Siniavsky and Daniel at their notorious trial in 1966 brought him bitter public condemnation. Nevertheless, he continued undaunted until his death at the age of seventy-six to uphold the freedom of the arts and to hold with undiminished fidelity to his lifelong principles.

Although he had written hundreds of short stories, novels, plays, and essays dating back to pre-Revolutionary days, Paustovsky was not "discovered" by Western readers until 1964, when the first installment of an unfinished autobiography, begun in the Forties, was published in English translation as *The Story of a Life,* and won instant international acclaim. *Years of Hope* is the fourth of six completed volumes that carry the account of Paustovsky's life to the mid-Thirties—an account that now will never be finished.

Like *The Story of a Life, Years of Hope* is not a true autobiography but a montage of random memoirs in the tradition of Tolstoy or Gorky, drawn from Paustovsky's adventurous days as a journalist and writer. It deals with his brief sojourn in Odessa from 1920-21 as a refugee from the Russian civil war. In that stimulating, cosmopolitan, and least Russian of cities he experienced in succession White Guard occupation, Red "liberation," and Allied blockade. Plying the only trade he knew, Paustovsky, then nearing thirty, eked out a precarious existence as a journalist on a remarkable newspaper, *The Seaman,* which attracted to its staff some of the brightest young writers of the southern school of Russian literature, including the gifted Isaac Babel.

Paustovsky's recollections of the bitter struggle for survival in the beleaguered city are related in a series of vignettes notable for their poignancy, color, and reportorial fidelity—hallmarks of his distinctive style. But what comes through these short pieces is not history or personal narrative so much as the exquisite artistry of a master storyteller and the nobility of a gentle human being. Partly because such traits were notably lacking in so much contemporary Soviet literature that toed the official line of "socialist realism," they made Paustovsky in his later years one of the most widely read Soviet writers.

Limits of space do not permit detailing the author's delightful tragicomic sketches of the crafty, resourceful Odessans who changed political allegiances with each turn of battle and prevailed over all their captors, or the antics of his fellow journalists who, despite cold, hunger, and danger, plied their craft with the raw nerve and zest of characters out of *Front Page,* or the Gogolesque figures that move in and out of his memoir. The book must be read and relished as a whole. (The translators, Manya Harari and Andrew Thomson, have rendered the Russian original beautifully.)

Unfortunately, the uninitiated reader may be disconcerted by the fact that the book has neither a beginning nor an end, but is a fragment of a larger, unfinished work. If any one theme runs through these pages it is Paustovsky's unshakable optimism about life, even in the face of incredible adversity and uncertainty. This hope was not born of the times; rather it sprang from the indomitable spirit of Paustovsky, who never, even to the end, lost his faith in mankind. Considering the circumstances of his life, particularly during his last years, one is tempted to add that he persevered as an honest and dedicated human being despite those circumstances. It is, however, probably a truer measure of Paustovsky as a man and a writer to say that perhaps it was because of them.

FRASER YOUNG
LITERARY CRYPT No. 1345

A cryptogram is writing in cipher. Every letter is part of a code that remains constant throughout the puzzle. Answer No. 1345 will be found in the next issue.

OVGK LFSLHF WGHH IGKF

TU ZSUKHM KVFTE SOB

UKXLTQTKTFU.

—GEKVXE UWVSLFBVGXFE

Answer to Literary Crypt No. 1344

What makes us so bitter against people who outwit us is that they think themselves cleverer than we are.
—LA ROCHEFOUCAULD.

Upbeat on Catfish, Down on Beats

Missouri Bittersweet, *by MacKinlay Kantor (Doubleday. 324 pp. $6.95), mingles reminiscences and stories of the Ozark country with polemics against zip codes and the spoliation of the highways. Edwin M. Yoder, Jr., is associate editor of the Greensboro (North Carolina) Daily News.*

By EDWIN M. YODER

THE MAIN TROUBLE with *Missouri Bittersweet,* I suspect, is that MacKinlay Kantor writes too fast. This is the thirty-ninth on a list of almost yearly products, including the Pulitzer Prize-winning novel *Andersonville.* While not without merit, it is on the whole a bad book—erratic in architecture, riddled with half-baked opinions, written with a touch that ranges uncertainly from fine narrative harmonies to the merest keyboard banging.

Mr. Kantor writes so ably at his best that his worst, which tends to be marked by coy colloquialisms like "scairt to death," "hearn tell," and "parm me," is all the more atrocious. Does he seek to ingratiate himself with the plain folks who tire of fancy writing and like it when a literary gent pushes back and burps out a slang word? It seems unnecessary. If the "shock-haired way-out book reviewers" whom he excoriates are sharpening their knives, the plain folks must love him. Mr. Kantor speaks their mind with flawless insight.

The author apparently lives in dread—or, more precisely, in defiance—of the critics. In *Missouri Bittersweet,* alas, he delivers himself into their hands. One really doesn't care about Mr. Kantor's social and political views as such, but they are always in the way. We are on the subject of catfish one moment and the outrage of having to use zip codes the next. If you say "silver" to Mr. Kan-

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tor he will lecture you on the iniquity of copper-filled coins with pictures of President Kennedy on them. Even so, a few good pages and good causes survive: good pages on Mark Twain and Hannibal, on old Missouri murder tales, on Ozark mountain country and people; good passages of lament and outrage at the spoliation of land and roadside by commercial claptrap that are quite to the travelogue writer's purpose.

But Mr. Kantor nags the reader with crypto-reactionary and crypto-xenophobic views to a degree no reviewer could ignore. There are, for instance, two antithetical Negro characters. One is a rapist-murderer, lynched in a small Missouri town in 1931, "a dead ringer," writes the author smugly, "for what our one-time gardener . . . used to call 'a real bad nigger.'" His foil, evidently the author's idea of a proper Negro, is an Air Force doctor, a colonel and former associate, whom Mr. Kantor encounters quite by accident one day at a motel in Missouri. The colonel loves pretty moths, his views on race are somewhat old-fashioned, and best of all he agrees that it would serve no good purpose for their wives to be introduced. The meeting comes to a dramatic end when the colonel stands at an easy parade rest and recites from memory a passage from Booker T. Washington to the effect that "merit is, in the long run, recognized and rewarded."

THEN there are the "immigrants" we admit to our country, to whom we listen while "they rave about what's wrong with us." Five scholars at one university center for the study of violence so offended Mr. Kantor by remarks about the American "gun fetish" that he looked them up to see where they came from. One of them, he tells us, spoke "with quite an accent," and Mr. Kantor wanted to know "from what culture he sprang."

I suppose Mr. Kantor did not intend to be as stuffy and insular as he sounds. At the risk of having my hair-length and ancestry investigated, I suggest that Mr. Kantor could have saved himself and the reviewers (long- and short-haired) trouble by serving his Missouri reveries without homiletic sauce, saving his political views for another volume. Then he would have produced two books the same year, one an unmarred travelogue and the other a good rip-snorter of raging at the beats and swingers.

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Society Where Only Cross-Cousins Wed

***The Elementary Structures of Kinship**, by Claude Lévi-Strauss, edited by Rodney Needham, translated from the French by James Harle Bell and John Richard von Sturmer (Beacon, 541 pp. $15), already famous through the commentaries written about it, is a pioneering venture in the history of the study of man. Among the research interests of Robert F. Murphy, professor of anthropology at Columbia University, is the ethnography of South American Indians.*

By ROBERT F. MURPHY

IN THE SOCIAL SCIENCES *Les Structures élémentaires de la Parenté* stands as a monument. It is at once the most important anthropological study of kinship since Lewis Henry Morgan's *Systems of Consanguinity and Affinity of the Human Family* (1871) and the most creative advance in social thought since the time, a half-century past, of Emile Durkheim, Georg Simmel, and Max Weber. This is admittedly an extravagant and incautious statement, and it is made in the face of grave personal doubts about some of the basic premises of the work. Nonetheless, *The Elementary Structures of Kinship* is a book that cannot be ignored by any serious student of society, for its underlying subject matter is the nature of man and the definition of the human situation.

The volume is the major opus of the celebrated Claude Lévi-Strauss, professor of social anthropology at the Collège de France and ethnographer of Brazilian Indians. When first published in 1949, the book drew only part of the attention that its subject matter warranted. Written by an ethnologist for other ethnologists, it was read by most French anthropologists, many English anthropologists, and few American anthropologists—a gradient that reflected facility with French rather than doctrinal schisms. Lévi-Strauss complains in the preface to the second edition, the translation of which is here reviewed, that this linguistic provincialism has resulted in considerable misunderstanding of the work. His French, one might add, has a certain elegance that makes it obscure to the foreign reader and troubles French graduate students in anthropology as well. Even more discouraging than the language barrier for the potential reader was the virtual unavailability of the book. French publishers apparently assume that reading is a class-linked phenomenon, for *Les Structures* was issued in a printing so limited that it was soon exhausted. Those in libraries either fell apart (the work was miserably manufactured) or were stolen, and the few remaining copies were treasured by their owners the way bootleg copies of Henry Miller used to be.

While *Les Structures* lay untranslated and unavailable, the fame of the study spread through commentaries on it written by those who had read it, and by a few who had not. Lévi-Strauss also published other, less technical works, which were translated and widely distributed in paperback form. The most famous of these was *Tristes Tropiques*, a poignant and beautiful evocation of life among Brazilian Indians which could well have been subtitled "Lévi-Strauss in the Underworld." The subsequent appearances of *Structural Anthropology*, *Totemism*, *The Savage Mind*, and the first of his volumes on mythology consolidated Lévi-Strauss's position as one of the most famous anthropologists of our age but also elevated him into the peculiarly French role of Great Academician. His vogue has spread throughout the United States, of course, making him as unavoidable at cocktail parties as the cheese dip. Novelists attempt to adopt his métier, students of comparative literature now read Bororo mythology for clues to Joyce, and philosophers have found a new respectability for ontology. No worse fate could befall any ethnographer, including being eaten by one's informants.

The contents of *The Elementary Structures of Kinship* will be a source of surprise, and even dismay, to the prospective reader who thinks he is to be treated to an anti-Sartre polemic because of the alleged controversy between the Existentialist and Lévi-Strauss. The bulk of the tome is concerned with the custom of cousin marriage and, more specifically, marriage with the cross-cousins. Cross-cousins are the children of the father's sister and of the mother's brother, making this a rather specialized topic, but the author goes beyond this fine detail to consider why in certain societies marriage with the mother's brother's daughter is preferred and the other form proscribed, and vice versa. Given the additional consideration that these forms of marriage occur only in remote and exotic societies, and only in a minority of them, one may wonder why Lévi-Strauss has become a culture hero of the Established Literati and the subject of a lead article last year in the *New York Times Magazine*.

It is perhaps the very arcane nature of the subject matter that makes this a great book, for Lévi-Strauss has the gift that allows some to see the universe in a speck of dust and him to see man's fate in the most obscure of social transactions. Cousin marriage is of importance to him because it is an elemental form of reciprocity, which, in turn, is man's means of meeting the contradictions of the natural order and thus transcending it to assert his humanity. Lévi-Strauss sets about his task by posing a fundamental opposition between the realm of nature and the level of culture. Within nature, sexuality is distinguished as the

"I haven't got enough money to call home—let's take over the switchboard."

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most social of instincts, but its expression manifests the contradictory tendencies of randomness and involution, or promiscuity and incest. The orderly exchange of women between groups through marriage at once resolves the antithesis, endows women with the dual status of natural object and cultural value, and sets in motion a cycle of reciprocity that is the primary means of distinguishing and then allying social groups through setting a definition of their otherness. In plainer language, the basic "we-they" distinction within human society is set by the rules of incest coupled with the laws of reciprocity. Among the latter rules or norms, those regarding the preference for marriage with one or another, or both, cross-cousins are the most elementary means of guaranteeing that he who gives a woman in marriage will have the expectation of getting one back as a wife.

THE varieties of cross-cousin marriage, however, are each related to different kinds of cycles of exchange of women; that is, they are connected with different social systems. Though the demonstration of this point occupies the middle part of the volume, the arguments set forth are highly technical and need not be raised here. What is important is that Lévi-Strauss has written a book on social structure from the point of view of marriage instead of devoting the usual positivistic attention to the definition, nature, and composition of social aggregates, and he has thereby uncovered structures that are not evident from the traditional empirical perspective. This may seem like a shift of focus from apples to oranges, but it would miss the point. Rather, he has directed his attention from apples to anti-apples, for this is certainly the relation between kinship-defined groups and marriage. In short, Lévi-Strauss is a dialectician by virtue of mode of thought, methodology and results, which take the form of reconstructions of reality. His structures are not immediately given within his data but are transformations of these facts, sets of oppositions between the facts, and the resolutions of these contradictions.

That he is a dialectician, but not a materialist, has evoked some comment, and the Lévi-Strauss phenomenon is frequently interpreted as a result of the Marxian disillusionment or as a new kind of Right-wing revisionism. It would be a mistake to cast his theories in a political frame of reference, however, for they have little immediate relevance to doctrinaire disputes, despite Lévi-Strauss's membership in French Left intelligentsia. His dialectic is more the pre-Marxian variety, for he sees the structures of society to be isomorphic with the structures of mind. To Lévi-Strauss, the basic organization of thought processes is of an oppositional kind; the mind acts much like a digital computer in posing conceptual opposites, but it goes beyond this to find resolutions of these contradictions. The structures of society are similarly conceived as a set of oppositions, and these are congruent with, if not emergent from, those of thought. He finds these elusive structures in marriage exchange, in myths, and in the contrasts of distinctive sound features in language.

It is a timeless dialectic, frozen and crystalline, an underlying level of reality that can occasionally be glimpsed within the chaos of events. This may well be its appeal today.

The only other anthropologist to have been so celebrated by such an unlikely following was Lewis Henry Morgan, to whose memory the book is appropriately dedicated. The apostle of Morgan, however, was Friedrich Engels, whereas Lévi-Strauss will probably have Susan Sontag. There is no doubt that the book will be widely read by this new disciplehood, but the bitterly funny part of it all is that none of them will really be able to follow his arguments. For all but the small band of social anthropologists who specialize in the cloudy realm of kinship algebra, the only parts of the book that need be read are Chapters 1-7 and 28-29, which give the author's general views on reciprocity, marriage, and the incest taboo. This warning will not stop the Established Literati from chatting about Murngin section systems, just as German workmen once discoursed on Punaluan marriage, but their listeners should beware. The caveat is not simply professional arrogance, for the preface to the volume contains a lengthy indictment by the author of Rodney Needham's interpretation of his work. Dr. Needham, incidentally, is Reader in Anthropology at the University of Oxford and happens to be the general editor of the translation of the book. *Connaissez-vous Lévi-Strauss?*

The publication of this translation is a major event, and it is a pleasure to say that it is faithful to the original while preserving its beauty of style; Needham and his associates have done a magnificent job. The book itself will quicken the controversy over Lévi-Strauss's theories, but its sweep and magnitude should also elevate the level and style of social science discourse. The systematic dialectical mode, the theory of mind and society, and the non-empirical nature of his structures make this one of the most pioneering, and controversial, ventures in the history of the study of man. Edmund Leach has called the book "a splendid failure." It may well be just that, but it will tower in a tradition of scholarship that has been characterized by small and squalid successes.

LITERARY I. Q. ANSWERS

1 C, 2 Q, 3 A, 4 S, 5 M, 6 O, 7 T, 8 F, 9 G, 10 B, 11 R, 12 H, 13 L, 14 N, 15 D, 16 K, 17 I, 18 E, 19 P, 20 J.

"I've just invented something, too. It's called 'Fire Insurance.'"

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Reference Books

Continued from page 37

works, poetry, fiction, drama, and criticism. In each chapter a general survey leads into a list of books on the subject, and then into the bibliographies, which are arranged chronologically by author (in some instances under national subdivisions). For each author the editor gives essential bits of biography, excerpts from the criticism, available editions, and a listing of significant books about him. The indexes for Volume 1 alone run to 86 three-column pages of small type (the title-and-subject index is a twice-welcome innovation). All in all, no other compendious work remotely approaches *The Reader's Adviser* in completeness and in contagious editorial affection for the subject.

In **Everyman's Dictionary of European Writers** (Dutton, 566 pp., $7.50) W. N. Hargreaves-Mawdsley deals with 2,000 writers of continental Europe from the tenth century to the present. Arranged alphabetically, it supplies biographical notes and some factual and critical information about the authors' chief works. The little-known literatures of southeastern Europe have not been neglected in this handy companion to *Everyman's Dictionary of Literary Biography: British and American.*

Madame is perhaps interested in something on a larger scale? How about 85,000 authors and 250,000 titles? Such was the magnitude of S. Austin Allibone's three-volume **Critical Dictionary of English Literature and British and American Authors** and John Foster Kirk's two-volume **Supplement**, originally published from 1858 to 1891 and now reissued by Gale (4,702 pp., base volumes $84, supplement $43). Most of the authors are obscure, their books equally unknown, hence of only historical interest. But for those whose reputations have survived, these once-revered studies remain a stupendous source of serviceable information. This is particularly true of nineteenth-century authors, accounts of whose careers are expanded with quotations from contemporary reviews and news stories. In what other general compendium would one find nearly a column of small type on Irving's *The Alhambra*, or the *London Times* story of Thackeray's death? Or, for that matter, a dozen excerpts from Johnson and others on the Macpherson-Ossian controversy, or a list of 954 pieces of Shakespeareana? Indexes classify the entries under 40 general headings.

A Complete and Systematic Concordance to the Works of Shakespeare has been produced in Germany by Marvin Spevack and a system of computers, and published at Hildesheim in six 7¾ x 11⅝" volumes, printed in small type (Georg Olms; approx. 1,340 pp. each, $29.50 per vol.). Three volumes perform autopsies on the plays and poems individually, three do the deed for the works as a whole. In this set every word Shakespeare used can be located wherever he used it, together with its total and relative frequency. You can also learn, for example, that *The Tempest* contains 653 speeches, 2,283 lines, and 16,036 words; the figures for these are divided into verse and prose. It's reassuring to know that not only could an ape eventually write all Shakespeare's plays, but a machine can take them all apart again.

Let's ascend to a rather more humanistic level and consider a new volume in a recent series developed at Stanford by Alphonse Juilland and published at The Hague: **Dictionnaire des Idées dans l'Oeuvre de Marcel Proust**, by Pauline Newman-Gordon (Mouton & Co./Humanities Press, 547 pp., $10.75). What did Proust write on the subject of Gothic architecture, how does he reveal his snobbishness, what did he think about love or death or music? What are the most revealing passages about his parents? Here, arranged alphabetically by subject, are the actual extracts in the original French, with page references to standard editions, as well as an analysis of Proust's vocabulary. (Other volumes in the series so far deal with Beauvoir and Malraux.)

Just one juvenile in this group—Muriel E. Ringstad's **Adventures on Library Shelves** (Oddo, 48 pp., $3.14). Simple jingles and large color pictures show elementary school children how to enjoy the public library and how to use the card catalogue, and explain the main divisions of the Dewey decimal system, with greater detail for the subjects the children are likely to seek.

"I forget. . . . Is it the company's turn to go for a price increase, or is it our turn to try for a raise?"

7) The New World Spanish-English and English-Spanish Dictionary, edited by Mario A. Pei and Salvatore Ramondino (World, 584 pp., $5.95), is the latest in its field and one of the few to be based primarily on current colloquial usage in the U.S. and Spanish America. Though it does not have as large a vocabulary as *Crowell's Dictionary* of 1964 ($4.95), which has twice as many pages and supplies variant meanings for particular areas of Latin America, the *New World* has other advantages: international phonetic symbols for pronunciation, inclusion of irregular forms alongside the entry word, usage labels, and a wealth of new words, colloquialisms, and idioms.

Another up-to-date work is the **Langenscheidt Standard Dictionary of the French and English Languages**, by Kenneth Urwin (McGraw-Hill, 1,216 pp., $5.95), which compresses into its 70,000 entries a great deal more than seems possible. Easily grasped tiny symbols for commerce, aviation, medicine, etc., save space for many additional meanings of catchwords and phrases. It's rich in current colloquialisms and idioms. Particularly commendable are the readable type, chunky format, and flexible cover. (German and Spanish editions are also available.)

Barnes & Noble are distributing a series of five pocket-size bilingual dictionaries that originate in Europe and thus reflect British usage and, for the Spanish, Castilian pronunciation. Averaging 15,000 entries (much fewer than the comparable Follett or Midget series), each can be had in two plastic-covered paperback formats: 3½ x 5" (288 pp., $1.25) and 2 x 2¾" (1,144 pp., 2 vols. in plastic case, $1.50). With their front-matter notes on pronunciation, word forms, and phrases, these superficially attractive miniatures would serve in a pinch.

The Oxford Latin Dictionary, edited by P. G. W. Glare, has commenced serial publication with Fascicle I: *A-Calcitro* (Oxford, 280 pp., paperback, $10), and the remaining seven volumes will be completed *circa* 1983, culminating fifty years' work by various editors, and bringing the total number of entries and articles to 40,000. Not only words but suffixes are defined in every sense in which they were used, and many examples are quoted for all common usages.

8) A few quotes to illustrate our next five entries, in all of which the epigrams, saws, gags, and jokes are arranged under subject headings:

Knowledge: "I am not young enough to know everything"—J. M. Barrie, found in **20,000 Quips and Quotes,** edited by Evan Esar (Doubleday, 984 pp., $7.95). These are all one-sentence wisecracks, mostly by Mr. Esar, but he also lists hundreds of other authors in one index, and 2,000 subjects in another.

Toasts: "May your death give nobody

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pleasure!"—from the Irish, quoted in Jacob M. Braude's **Source Book for Speakers & Writers** (Prentice-Hall, 360 pp., $7.95). Many of these 1,870 edifying stories and aphorisms run to a couple of paragraphs, and some are in verse.

The Army: "I was the only guy in the Army who was awarded the yellow heart" —Joey Adams, in Henry D. Spalding's **Encyclopedia of Jewish Humor** (Jonathan David, 476 pp., $7.95). Hundreds of jokes "From Biblical Times to the Modern Age," cleverly retold in 39 subject divisions; the glossary helps.

Books: "Who needs a dictionary? If you read one you've read them all"—from **Joey Adams's Encyclopedia of Humor** (Bobbs-Merrill, 500 pp., $7.95). Part 2, more than half the text, is simply a classified collection of one-liners; in Part 1, jokes, anecdotes, and routines of various lengths are told as illustrations of types of humor, or are incidental to hints on creating and telling jokes.

(So far the price must be right: it's the same for all.)

"To me the charm of an encyclopedia is that it knows—and I needn't"—F. Yeats-Brown, in Herbert V. Prochnow's **Treasury of Humorous Quotations** (Harper & Row, 400 pp., $6.95), consisting of 6,612 squibs by writers from Shakespeare to Perelman, arranged by key words. There is an index to authors (good) and key words (superfluous) but not to themes (inexcusable.)

Nothing funny about the next book, not even the price: **Proverbs, Sentences, and Proverbial Phrases**, by Bartlett J. and Helen W. Whiting (Belknap/Harvard, 785 pp., $25), is drawn completely from early English writing, up to about 1500. Some 9,000 phrases and sayings, alphabetized by key word, are given first in modern English (though with some obsolete words), then in their original form and with variants, all quoted in chronological order and documented for source.

9) For nearly ten years they have been unveiling successive wings of the palace. At last the key has been forged: Volume XV, the index to the **Encyclopedia of World Art** (McGraw-Hill, 15 vols., $597), on which we have commented in several Roundups. For the first time it is possible to locate, by title or artist, any work discussed or reproduced in the encyclopedia. Artists' names are listed by common variants. People and places; subjects, genres, and schools; methods and media; crafts and periods—all can be found in the 657-page three-column index, itself an editorial masterpiece. The tables of contents of the first fourteen volumes are repeated here, and there is an alphabetical list of the contributors, with the articles for which each was responsible. The **Encyclopedia of World Art** should be the cornerstone of every library's art section.

How Artists Work, by Pierre Belvès and François Mathey (Lion Press, 108 pp., $6.50), has a subtitle that doesn't do it justice: "An Introduction to Techniques of Art." The text, to which only a fraction of each spread is allotted, does tell—very briefly—how artists model objects from clay, how the potter works, how seals and castings are produced, and the basic techniques of sculpture, fresco, drawing, oils, graphic arts, and tapestry. But rather than teaching technique the purpose is to stimulate appreciation, and this is effected through beautiful reproductions—scores of them, page-size and smaller, exemplifying all media. Highly recommended as a fine gateway to art enjoyment. (Too bad the type was placed so close to the binding cords that it is sometimes partly hidden.)

Geoffrey Beard ably describes the development of one art medium in **Modern Glass** (Dutton, 160 pp., $1.95), whose coated paper adds luster to some 120 photos illustrating the respective accomplishments of artists in Europe, the U.S., Israel, and Japan, with Scandinavia and England furnishing the bulk of the examples. Beard explains how various effects are achieved in objects as diverse as glass panels, utensils, and free sculptural forms.

In typography, layout, and printing **The Art & History of Books**, by Norma Levarie (Heineman, 328 pp., $25), is itself a fine example of an art that is too generally debased, and which needs the stimulus brought to it by volumes like this. Mrs. Levarie conveys an appreciative understanding of manuscript lettering, of typeface varieties and applications, and of the relationship of decoration and illustration to type. Over 176 handsomely reproduced pages portray changing styles through the ages. But of devoting half the book to the flowering of printing in the fifteenth and sixteenth centuries the author has had to telescope the accounts of bookmaking before Gutenberg and since 1700. (We must chide her for discussing America's flourishing Limited Editions Club in the past tense!)

Collectors of English antiques will be interested in three new titles. Two are by A. W. Coysh and J. King: for beginners, **Buying Antiques: General Guide** (Praeger, 180 pp., $6.95); for addicts, **Buying Antiques: Reference Book** (Praeger, 232 pp., $7.50). The first tells what to look for in furniture, utensils, and other objects; drawings, photos, and a good glossary supplement the text. The second consists of directories of museums and other collections in England, and of English and American clubs, besides a reading list, auction prices, and import regulations.

In **Collecting American 19th Century Silver** (Scribners, 288 pp., $12.50) Katherine Morrison McClinton divides the century into its chief periods, discusses the developments in each, and sprinkles them all with brightly illustrated examples of various wares. Separate chapters take up such items as trophies, swords, navy "presentation" pieces, church silver, and "small collectibles" from thimbles to peace pipes.

10) Musical Instruments in Art and History, by Roger Bragard and Ferdinand J. de Hen (Viking, 281 pp., $18.50), is embellished with 119 large full-page color plates, most of which would grace a survey of art: instruments depicted in sculpture and painting; paintings, sculpture, and inlays as decorations of musical instruments; their very shapes and materials. Yet all these are subordinate to a text that patiently unfolds and elucidates the development of musical instruments in the Western world, from ancient times to today's ingenious electronic monstrosities. The glossary, chronology, and index are valuable adjuncts.

Martin Bookspan supposedly writes for those who are more concerned with what comes out of the instruments. In **101 Masterpieces of Music and Their Composers** (Doubleday, 522 pp., $7.95) he groups the selections—all standard repertoire pieces—according to composer, relates the career of each in a few pages, and then discusses not the music so much as the history of its composition and performances. The layman will find the most useful paragraphs to be Bookspan's well-reasoned recommendations of recordings.

The Victor Book of the Opera, first published in 1912 and revised many times since, has just experienced a thorough renovation and expansion at the hands of Henry W. Simon for its impressive thirteenth edition (Simon & Schuster, 475 pp., $8.50). Here can be read with pleasure a leisurely scene-by-scene summary of 120 operas from Monteverdi to Menotti, enabling the listener to follow and understand the action as

—Woodcuts from "The Art & History of Books."

Ars Moriendi, Augsburg, 1465-70, from the Pierpont Morgan Library.

—Woodcut by Duffy.

La Carpe

Dans vos viviers, dans vos étangs/Carpes, que vous vivez longtemps!/Est-ce que la mort vous oublie/Poissons de la mélancolie?
—Guillaume Apollonaire.

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well as the arias or recitatives. More than 400 photos help breathe life into the usually unconvincing stories that serve as vehicles for the music. The discography is non-selective.

Gerhart von Westerman's **Opera Guide** (Dutton, 584 pp., paperback, $2.95) takes a different approach, tracing the history of the form and its practitioners since 1597 and stopping off en route to summarize nearly 200 plots. An important feature is the serious discussion of the music, illustrated with hundreds of short musical examples accompanied by the words both in the original language and in English.

More readable than either—though far less extensive—is **Stories of the World's Great Operas** (Golden, 177 pp., $7.95), in which Thomas Matthews skillfully transposes twenty-three opera libretti into straight prose fiction, full of dialogue, emotion, and color, and especially well suited to teenagers. Only by the parenthetical insertion of scene numbers and aria titles is the reader reminded that these are opera summaries. Even the illustrations are bold, imaginative paintings rather than stage settings.

Vivid language helps us to visualize the action in **Balanchine's New Complete Stories of the Great Ballets**, edited by Francis Mason (Doubleday, 646 pp., illustrated, $8.95), with 100 ballets added to the 131 of the first edition (1954). Balanchine's reminiscent choreographic comments and excerpts from reviews illuminate many of the summaries. These are followed by chapters on enjoying ballet, its history, ballet as a career, and the author's early life; the text winds up with an extensive glossary and a selection of recordings. Good reading as well as first-class reference material.

11) H. H. Rowley has produced a pair of useful lexicons in his **Short Dictionary of Bible Personal Names** (Praeger, 156 pp., $4.50) and **Short Dictionary of Bible Themes** (Praeger, 124 pp., $3.95). In the former, a model of terseness, he identifies every person in the Bible, and is particularly helpful in oft-repeated names, *e.g.*, distinguishing the Gedaliah murdered by Ishmael (2) (2 Kg.: 25) from the one who urged Zedekiah (2) to put Jeremiah (1) to death (Jer. 38: 1)—Ishmael (2) being neither Abraham's son nor any of the other four Ishmaels, Zedekiah (2) being the last king of Judah (there were five others), and Jeremiah (1) being the prophet (there were nine more). The *Themes* include concrete objects that have a symbolic meaning (the *cup* of consolation), supernatural beings (Belial), and phrases and words like *avenger of blood*, *predestination*, *Passover*, *peace*, and *Zealots*. Short, lucid essays bring various ideas together, let them ripple out via cross references, and note the source passages.

The Young Readers Dictionary of the Bible (Abingdon, 336 pp., $5.95) marshals persons and themes into a single A-Z sequence and defines them in a style appropriate to the middle elementary grades, with engaging illustrations. Among the aids to comprehension are scriptural references, chronological tables, a section of tinted Oxford maps, and pronunciations. As to the last, we suggest that in any subsequent edition the editorial board

—*From "Stories of the World's Great Operas."*

Scene from "Madame Butterfly."

(headed by Carolyn M. Wolcott) substitute the schwa for the misleading *eh* (as in KAY-lehb for *Caleb*, and LEP-ehrd for *leopard*).

12) Time out for some less intellectual provender. A wedge of cheese? Colby is excellent—a sort of Cheddar, but softer and less dense. Or try the Bola, a flavorful crumbly cheese from Portugal. Those are among the more than 200 varieties listed, with a few words on how they are produced, in **The Cheese Handbook**, by Bruce H. Axler (Hasting House, 216 pp., $5.95). One chapter discusses at length the main types of cheese; other sections give counsel on how to cook with cheese and what to drink with it.

Vegetarians should inquire before ordering *haricot*, as it may turn out to be a mutton stew. Madeleines can be baked in either scalloped shells or muffin tins. And you may raise your eyebrow when you learn what a *real* prairie oyster is—look it up among the 3,000 entries on both standard and exotic foods and drinks, on utensils, and on the raw materials of cookery in the **Cook's and Diner's Dictionary,** edited by Samuel Davis (Funk & Wagnalls, 288 pp., illustrated, $6.95), complete with pronunciations. (A quibble: *à l'Américaine* does mean literally "American style," but as used of lobster is considered by some to be a corruption of *à l'Armoricaine*, or "Breton style.") Although the author leaves recipes to cookbooks, he gives some pretty good culinary tips nonetheless.

The food-oriented who seek a reference book of broader concept will appreciate **The Complete Kitchen Guide**, by Lillian Langseth-Christensen and Carol Sturm (Grosset & Dunlap, 300 pp., $6.95). Its features include a practical glossary of ingredients and equipment, a dictionary of cooking methods (with their uses and market forms), charts of meat cuts, fish, poultry (with cooking advice), dressings, cheeses, and beverages; a long alphabetical vegetable chapter, and even a sausage lexicon to keep the reader from confusing Kielbasa with Knoblauch. And in case words fail, nearly everything is clearly pictured. Except for the inadequate glossary and an index that frustratingly omits many important items, the book is a savory treasure for the homemaker, whether novice or old hand.

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Book Forum

Letters from Readers

Nuclear Power Dangers

As chairman of the independent Phi Beta Kappa Environmental Study Group, which has researched the atomic power issue, I find that Robert Charpie's review of Sheldon Novick's book, *The Careless Atom* [*SR*, Apr. 26], is misleading.

The reviewer, with little reason, suggests that Mr. Novick is somehow unaware of the public-spirited concern of many scientists who have worked on the development of nuclear power. Space prevents me from citing the conclusions of more than two named by Mr. Charpie—Dr. Edward Teller and Philip Sporn.

Dr. Teller (in *Journal of Petroleum Technology*, May, 1965): "In principle, nuclear reactors are dangerous. . . . A powerful nuclear reactor which has functioned for some time has radioactivity stored in it greatly in excess of that released from a powerful nuclear bomb. A gently seeping nuclear reactor can put its radioactive poison under a stable inversion layer and concentrate it over a few hundred square miles in truly deadly fashion. . . . In my mind nuclear reactors do not belong on the surface of the earth. Nuclear reactors belong underground. They should be provided with sufficient and safe interlocks. So that in case of an accident the radioactivity can be confined and will not be widely disseminated." In the summer of 1968, Dr. Teller, speaking at Rensselaerville, New York, stated clearly his conviction that the art of fast breeder reactors "has for twenty years eluded our best technologists. I do not think it will be successful very soon." Cogently stated were the reasons why Dr. Teller considered these reactors too dangerous to be built at all.

Philip Sporn, dean of utility magnates (in *Forbes*, Nov.15, 1968), says that he worries about safety. "We ought to slow down. We don't have any atomic power in operation. What we have is nothing. What we have ordered is a great deal. In atomic matters we ought not to rush." Sporn says rushing to build and operate atomic plants can lead to insufficient quality assurance, including inspection and testing. "We rushed into the Apollo program and incinerated three astronauts. We're going to have accidents in atomic plants. We don't want to have any. But we're going to."

Mr. Novick's book was written before it was revealed in *Electric World* and *Forbes* and elsewhere that soaring costs have caused a number of utilities to change their minds about "going nuclear." The more so because of the—generally unsuspected—history of widespread operating difficulties, frequent shutdowns, defective equipment and delayed deliveries.

How many *SR* readers or, for that matter, supposedly informed scientists know that, among multiple unsolved problems, is the crucial one of radioactive waste disposal? Who has pondered the fact that in 1964 investigators Belter and Pearce, surveying 183 vast storage tanks in government "burial grounds," found that nine were leaking, others suspect; one had lost 60,000 gallons of its lethal liquid contents. It has been estimated by Snow and other scientists that a single gallon of the long-lived wastes could threaten the health of several million people. Moreover, the AEC's 1968 authorizing legislation calls for an appropriation of $2,500,000 for replacement of "failed and failing tanks."

Perhaps our greatest risk is the concerted effort to conceal the dangers which Mr. Novick and others have disclosed. They should be probed before it is too late. Radioactive effects are irreversible.

Elise Jerard,
New York, N.Y.

No Agonizing Over Decisions

I cannot accept Mr. Charpie's comments because of information which has been compiled in the current nuclear reactor argument occurring in Minnesota, indicating that reactor project heads do not really make "agonizing" decisions when public safety is at issue. To the contrary, both here in Wisconsin and in Minnesota the indication is that public safety, along with environmental pollution, is ignored as much as possible, attention being given to these facets only to the point of remaining within the amazingly low AEC standards for such projects.

When the citizen attempts to point out the potential erroneous thinking and hazards which have been, and presently are, going into nuclear power installations, he is either politely given the usual brush-off or is completely ignored. This response comes not only from the power company which is building the installation, but also comes from the governmental agencies allegedly responsible for the protection of the public's health and safety.

A number of us non-technicians in the northeastern area of Wisconsin have now become involved in attempting to halt the dumping of atomic wastes into Lake Michigan by the operations of two nuclear reactors located near populated areas. The construction began before we were fully aware of the hazards of such an operation, a situation remarked on by Mr. Charpie in his review, so that now we are faced with trying to arouse the public to the radiation and pollutional dangers of these power plants. Thus far we have had little success; our three local television stations, three radio stations, and one daily newspaper are apparently as uninformed as our state Department of Natural Resources on this subject and, consequently, have given extremely little attention to the great dangers attendant to nuclear reactor operation.

R. J. Barlament,
Green Bay, Wis.

Addled by Ablative Absolute

The alteration of the text of my review of Maisie Ward's *Robert Browning and His World* [*SR*, Apr. 26] has resulted in the following distortion of fact: "The Laureate's widow said in response to Browning's praise of her late husband, 'He is the greatest-brained poet in England.'" What I wrote was: "Mrs. Tennyson remarking on Browning's unstinted praise of the laureate, her husband replied: 'He is the greatest-brained poet in England.'" Possibly my use of the ablative absolute construction confused the editor. My meaning was that Mrs. Tennyson—who was by no means a widow—made some observations on Browning's enthusiasm for Tennyson, and Tennyson (very much alive) replied: "He is. . ." etc. Indeed, Tennyson outlived Browning by some three years.

Bernard Grebanier,
New York, N.Y.

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Watching Life

TWO OBJECTIVES are at stake in "Lifewatch 6," a new package of a half-dozen original television plays (thirty minutes each) that individual stations around the nation will present occasionally, probably in prime-time periods, during the coming months. The Cancer Control Program of the U.S. Department of Health, Education and Welfare has invested $376,000 in the series; government officials are hoping that "Lifewatch 6" can help save 100,000 lives annually. Dr. William L. Ross, HEW's control program director says that if people will quit smoking and avail themselves of all known resources in the fight against cancer, the odds against them can be cut to 50-50, an even break.

Directors Group, Inc., the creative organization that produced the series for HEW, hopes that it has developed an effective technique for influencing television viewers, where the threat, distastefulness, or difficulty of a subject matter tends to make them impervious to messages that urge socially beneficial behavior. The technique consists partly of an innovative mix of fiction and reality—a story in which a well-known author or playwright has a relatively minor role (playing himself, not a fictional character) or acts as an on-camera observer-philosopher. James Michener, Rod Serling, Ossie Davis, Neil Simon, Jacqueline Susann, and Irving Stone are the "name" authors of "Lifewatch 6," in scripts that have been written by television professionals.

The authors are in the package chiefly to attract viewers and to help hold them with insights drawn from their own stylistic bag of tricks. They also participate in an interesting "cheating" operation: the stories never mention the disease by name until near the end of each drama, although the plots involve relationships among the leading fictional characters that are affected by the threat. Finally, the message is sounded loud and clear—the challenge must be brought out into the open, discussed, understood, and opposed with modern methods.

Sterling Movies, Inc. (375 Park Avenue, New York, N.Y. 10023), has begun to distribute the programs (offered without cost to all stations) in the top fifty markets; the distributor reports an early acceptance rate that may set a record for a public service message series.

The programs, in color, are expertly produced, with strong entertainment quality, an attribute difficult to achieve in television where physical illness is seldom an important ingredient of any drama. Escapist drama demands action; debilitating physical illness knocks characters out of action in a manner less productive of excitement than physical violence. Romance also is inhibited by illness. This accounts for the fact that physical illness (presented from the point of view of the patient rather than the doctor) is rarely seen on television, whereas mental illness, more active and unpredictable, is more often portrayed.

"Lifewatch 6" has a tough assignment in moving upstream against the tide of conventional TV entertainment. Constrained by its essentially unpleasant subject matter, the series manages to arouse and sustain interest in character and emotional situations. The potential impact of the project is impressive, when appraised in the context of 200 possible TV markets, embracing roughly 47,900,000 adult viewers in prime time, and when the cumulative force of at least two showings for each of the six programs is estimated. "Potential" is the crucial word, for in the absence of research on the effectiveness of the programs, it can never really be known, as is the case with all "message" programs, whether or not viewers were actually triggered to the actions prescribed by the programs. "Lifewatch 6" presents, possibly, a historic chance for the Public Health Service to take a bit of its own recommended medicine and get a systematic check-up of the series' effectiveness. A twenty-city Nielsen sample rating, minute-by-minute, of each program would be required, plus a tracking, in each test city, of any change in the rate of inquiries reported by hospitals and doctors.

Repetition of the message is the game's name in indoctrination by TV: advertisers risk fortunes on the weight of repeated stimuli. If, after viewers have caught on, they return to watch other programs in the series, savoring the entertainment but absorbing additional doses of the message, and if inquiries show a gradual climb during the life of the entire series, then HEW and Directors Group will have scored heavily in communications control. The method could then be explored further.

Without research, though, "Lifewatch 6," however excellent a project, won't quite measure up to HEW's own criteria for success in the fight against fatalism and blind chance—namely, knowledge.

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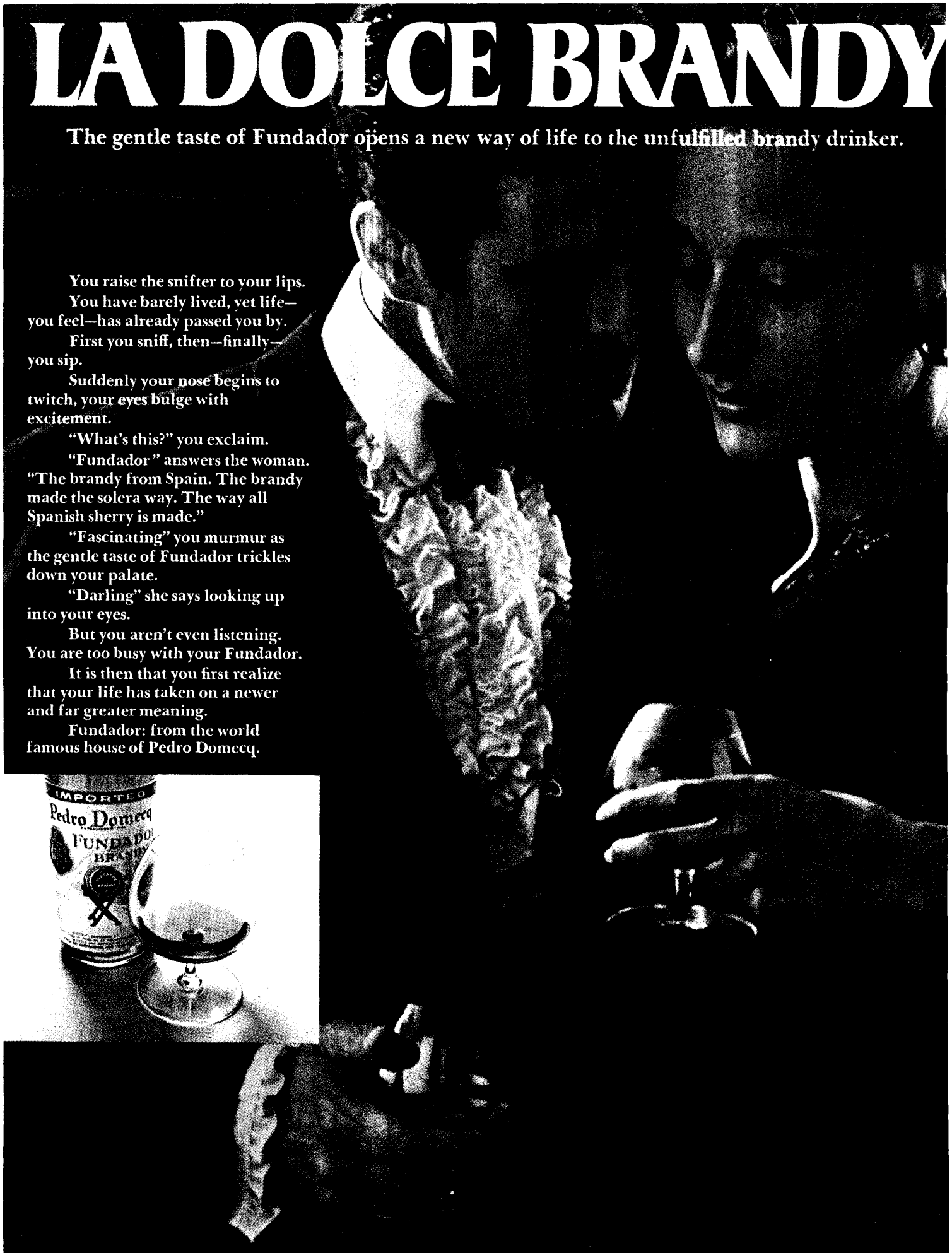

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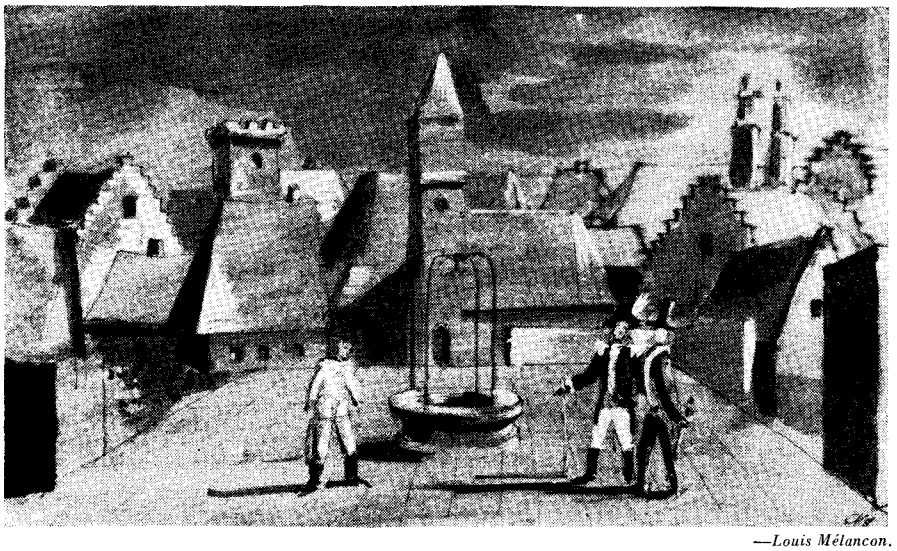
"Wozzeck" at the Met

By GEORGE PERLE

BY prevailing standards, the current production of Alban Berg's *Wozzeck* at the Metropolitan Opera can be rated a success. The musicians in the pit are obviously familiar with the score; the singers seem relatively secure in their respective parts; the stage business and characterizations are largely concerned with immediate effect rather than relevance and consistency; the staging and design are superficially appropriate, though often so unrelated to the implications of the music that, in spite of the quality of the performance, many significant details in the score seem dramatically unmotivated or are reduced to a vague and specious sort of "background" music. The work was well received, and it would seem that Berg's masterpiece, fifty years after its inception, is ready at last to take its place in the standard repertory.

The source of almost every deficiency in the production is the usual one—a lack of understanding of the role of the composer, who is assumed to be indifferent to the dramaturgical aspects of the operatic theater and to be offering the director and the designer a mere sketch, which it is their responsibility to fill in with whatever props and happenings the current fashion or their own tastes may dictate. It is not a new problem. Describing his work on a scene in *Moses und Aron* in a letter to Webern in 1931, Schoenberg wrote: "I wanted to leave as little as possible to those new despots of the theatrical art, the stage directors, and even to envisage the choreography as far as I'm able to. For all this sort of thing is in a very bad way nowadays, and the high-handedness of these mere minions, and their total lack of conscience, is exceeded only by their barbarity and feebleness."

Berg was not so rude in his essay, *The Preparation and Staging of "Wozzeck,"* but his concern with the possibility that his intentions might be ignored and that the dramatic implications of his music might not be understood by the persons responsible for the staging is equally evident. "Not only is a precise knowledge of the Büchner drama assumed," he wrote, "but also of the music, at least so far as its character and its language, its dramatic style, are concerned. . . . The work of the director demands an intimate knowledge of the music. The general meaning of a stage direction in Büchner is often only made explicit through the music. . . . Even in scenes which, from the point of view of stage direction, are more freely composed, the demands by the musical characterization of certain roles must be taken into consideration." In fact, Berg's stage directions in the score are sufficiently precise and explicit, quite apart from the music. His precautionary remarks are intended to make the point that those directions cannot be neglected without jeopardizing the integrity of the musical component, a matter of some importance where the work in hand happens to be an opera.



—*Louis Mélancon.*

The Town Square as designed by Caspar Neher for the Metropolitan production of *Wozzeck* (Act II, Scene 2).

There is hardly a scene in the current production that does not offer its fair share of examples of the incomprehension and indifference in staging and design that the composer had hoped to forestall in his essay. Some typical instances occur in the third scene of Act I. As the curtain rises, Marie and her child are seen at an open window watching the approach of the military band in the street outside. Marie's neighbor, Margret, peers in and the two women engage in some rough banter, until Marie slams the window in anger, thus shutting out not only Margret but also the military music of the passing band. But how is the music that Berg composed for this episode, with its abrupt termination of the military march in the middle of a phrase, to be reconciled with a set that favors Marie's hovel with *two* open windows facing the street, instead of one?

The "Cradle Song" that follows, during most of which Marie chooses to play and dance with her child instead of putting him to sleep, concludes with a quiet cadential passage that refers not only to the sleeping child but also, as the score indicates, to Marie "lost in thought." In a lecture on the opera, Berg described this passage as expressive of Marie's "aimless and indefinable attitude of waiting." Against the sustained cadential chord of the "Cradle Song" there is a momentary reminiscence, assigned to muted trumpets sounding "as from afar," of the military march with which the stage band opened the scene.

Evelyn Lear as Marie went to some trouble to make sure that the spectators would *not* find her attitude "aimless and indefinable," and that the significance of the quotation from the military music associated with her first glimpse of the Drum Major at the beginning of the scene would not be lost upon them, by acting out her reverie in vivid pantomime that recalled the era of the silent screen. As she was already walking about the stage when Wozzeck appeared, she could not follow Berg's instruction to jump up, startled, from her seat beside the sleeping child in response to his knock at the window. And since she was at the opposite side of the room when he knocked, she could not open the window for him. The deletion of these actions that are called for in the text deprives explicit musical details, which are intended to accompany them, of their extramusical relevance.

According to the composer, Marie's "aimless and indefinable attitude of waiting finds its final solution only in death," a conception that he projects through the recapitulation of the cadential bars of the "Cradle Song" in the "Murder Scene," as Wozzeck, bending

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over the slain woman, utters the single word "Dead!" and rushes silently away. There is an extraordinary complex of significations in the return of this leitmotiv at this point: the ironic contrast with the context in which the passage originally occurs; the linking of the idea of sleep and the idea of death; the reference to Marie in her role as the loving and devoted mother of the now orphaned child. Unfortunately, the musically irrelevant stage business that accompanied the initial statement of this music effectively obliterated its function as a leitmotiv. Throughout much of the evening one misconception would thus give rise to others, all of them conspiring to destroy the musical and dramatic coherence of the work as a whole.

IN his essay, Berg expressed his concern that the stage director might not have a sufficiently "intimate knowledge of the music." But in this production there sometimes seemed to be a lack of comprehension even of the plain sense of the verbal text. "It's now as dark here as if one were blind," says Marie at the conclusion of Act I, Scene 3. It is only from these words that we can infer that the evening is drawing to a close, since the bright lighting of the scene remains unchanged throughout. "It's uncanny!" says the Captain to the Doctor in Act III, Scene 4, against the background of the drowning music. "The moon is red and the mist is gray." But the moon is indistinguishable from the setting sun of the second scene, and there is no mist at all. And earlier in the same scene, the full horror and shock that Wozzeck's words express when he stumbles upon Marie's body while searching for the abandoned murder weapon are contradicted in his act of bending down and embracing the corpse as he examines the "crimson cord" around its neck.

If the point of the final scene was not entirely lost, this was not due to any sensitivity in the direction. This is the only scene in the opera in which neither Wozzeck nor Marie appears, nor any other adult participant in the drama. The drama proper is over, and a crushingly nihilistic "moral" is drawn, the meaninglessness of the tragedy, which is seen as nothing but a momentary distraction in the innocently callous children's world. It is difficult to sentimentalize this scene, but the attempt was made. As the children run off to join their parents who are gathered around the corpse near the pond, leaving Marie's incomprehending little tot playing alone upon his hobby horse, two of them linger behind to gaze long and expressively upon him. This gesture of sympathy and understanding is a specious addition that is typical of the superficiality of the dramatic direction as a whole.

A unique and all-important component of the work was simply obliterated as a result of the indifference that was displayed to Berg's instructions respecting the curtain. The curtain simply rose and fell fifteen times, always at the same rate of speed regardless of the variety and explicitness of Berg's specifications, and regardless of whether or not its movement was intended to be synchronized with special curtain music. The curtains that rise upon Act II, Scene 2, and Act III, Scenes 2 and 5, and the curtain that falls upon Act II, Scene 1, are set to abstract and decorative musical figures, appropriate to the mechanical and decorative aspects of the means by which the stage is exposed to or removed from the view of the audience, but deliberately alien to the content of the drama. They are as irrelevant to the staged events as the architectural ornament that decorates the proscenium. The rise and fall of every curtain, even where it is not accompanied by special curtain music, is "composed" in terms of extramusical as well as musical correspondences, and is thus an integral component of the overall design. To cite but one example: The closing curtain of Act I, Scene 4, changes tempo as it descends, falling "at first quickly, then suddenly slowly, and at last [closing] quite gradually." It thus reflects the sudden change in the Doctor's behavior at the conclusion of the scene, where he becomes "suddenly quite calm" as he begins his examination of Wozzeck ("Wozzeck, now let me see your tongue!") after his ecstatic outburst at the prospect of the immortal fame that his experiments will earn for him. Through the composer's instructions for the manipulation of the curtain, the ambiguous relation between the "real" world of the spectators and the "fictional" world on the stage becomes a component of the work itself. Of this aspect of the work there was not even a suggestion in the current production.

The pity of it all is that the deficiencies of the direction greatly diminished the effectiveness of the superlative performance of the men in the pit. Colin Davis and the Metropolitan Opera Orchestra gave the finest interpretation of this difficult score that I have ever heard, as I realized only when I was able to hear them, without the accompanying visual distractions, on the Saturday afternoon broadcast of the opera.

Music's Uncommon Market

MUSIC'S most uncommon market is MIDEM, which stands for Marché International du Disque et de L'Edition Musicale. It aims to do for the international recording and music publishing markets what the Frankfurt Fair does for books. For the past three years it has taken place in Cannes during the third week of January, and this year, according to official figures, there were more than 4,000 participants—twice the number of 1968, three times that of 1967. They represented companies from thirty-six countries. Headquarters was the huge Hotel Martinez, which, with its labyrinths of business booths, looked like an oriental *souk* and, with conversations going on in every language and music blaring from offices, sounded like the Tower of Babel.

After France, Great Britain sent the largest group of firms (almost sixty), followed by the United States, Germany, and Italy. Iron Curtain countries were also represented, as were the Middle East, including Israel and Lebanon, Japan, Australia, South Africa, and Latin America. The Czechs were one of the most active delegations. They buzzed busily about, plugging their songs and artists and records as if there were no business but show business in their troubled country. Though the meeting was in Cannes, the common language was English rather than French, proving perhaps that members of the music trades are no diplomats. Despite the huge attendance, many top disc companies did not participate—for instance, RCA was there but not CBS, Philips but no major French company. French individual record producers—representing such pop stars as Sylvie Vartan and Mireille Mathieu—came and took advantage of the gathering to make plans for an organization of their own to be called the Syndicate of Independent Phonographic Producers.

After the week was over, many of the same attenders and artists trouped across the border to Italy for the nineteenth San Remo Song Festival, whose prizes can mean millions of record sales throughout the world. The impact of MIDEM is harder to appraise. MIDEM is only incidentally a public showcase. Basically it is a trade fair and of great use to smaller companies and individual managers and publishers who, in one place at one time, can buy, sell, and trade to advantage. For the larger companies it is of less value, but they use MIDEM as a mini-meeting of their own and hold conventions of their overseas branches and allied firms in pleasant hotel suites. One showman, Eddie Barclay of Disques Barclay, dramatized his

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activities by establishing himself and doing business on a yacht moored in front of the Martinez. Certainly, the picture-postcard Riviera site was a pleasant place to "make contacts," whether during the day at the Martinez or at night in the course of the international galas where talent was displayed and appraised, or during lunch at outdoor restaurants where the customers' country of origin was established by the glasses next to their plates—beer or wine or scotch and soda.

The founder and brains of MIDEM is a brash, dynamic Frenchman named Bernard Chevry. His first important job had been with the Flammarion Book Publishing Company in 1940. After the war he was in charge of two publishing houses. In 1950, he switched to a quite different field. He became founder and secretary of the Propaganda Committee for French Toys, a member of the Educational Toys Commission, and editor of a publication called *Toy Review*. Two years before creating MIDEM in 1967, he organized a successful annual International Television Program Market.

Chevry chose Cannes as the site for MIDEM because of its sunshine, its suitability for an international gathering, and also because there would be sufficient hotel space during the slack winter season to accommodate the thousands he hoped to attract. His initial aims were to enable men in the music industry from all countries to meet, do business, discuss mutual problems, learn about each other's products and talent, and discover new trends and tendencies. During the second year of MIDEM, Chevry extended its program to include classical as well as pop music and artists in its programs. When we were in Cannes in 1968, there were excellent concerts of good music from Czechoslovakia and Hungary, with interesting if young and still unknown artists as soloists. But the attendance was poor—the concerts were the best-kept secret of the season. This year there was no live classical music.

In 1968, there were nightly "galas," each one devoted to a country. There were pop singers and beat groups and rock 'n' roll groups from Paris to Prague, and everybody seemed to look and sound alike. Communist combines outdressed Carnaby Street, and their boys had the longest hair and the most beads, and their girls the tightest slacks and the shortest skirts. But a few artists did stand out: England's Tom Jones, Czechoslovakia's handsome Karel Gott, Italy's Modugno of "Volare" fame, Brazil's peppy Eliss Regina with her bossa nova.

This year there were only two galas, each a cross-section of international talent, plus the trophy and award evenings. The outstanding successes, it was generally agreed, were the 5th Dimension from the States and Sergio Mendes & Brasil 166. The annual MIDEM international trophies, awarded on the basis of record sales and performances, went to the songs "Honey" (United States), "Those Were the Days" (England), and "Love is Blue" (France). The national trophies were awarded to those artists or groups whose recordings headed the sales charts of their respective countries. A Super-MIDEM trophy went to eighty-year-old Maurice Chevalier, honoring his sixty-eight years before the public.

Two important sub-gatherings took place this year during MIDEM week. One was a conference of international lawyers concerned with the music industry who met to discuss such matters as the Common Market and its effect on the music industry and music publications, the territoriality of trademarks, plagiarism, copyright, and the effects of the Stockholm-revised Berne Convention. The other was a conference of persons involved with music festivals who set up an International Federation of Music Festivals (FIF) to coordinate the various pop festivals (which at present often overlap and compete) and to exchange information and ideas of mutual interest and benefit. The post of honorary president was given to MIDEM's Bernard Chevry. August Marsagao, director of the Brazil International Popular Song Festival, was made president. Vice presidents will be Ezio Radaelli of the San Remo Festival, Yan Sivacek of the Bratislava Festival, and Hugo Hellemans, director of Belgium's RTV. Professor Armando Moreno and Antonio Charic of the Split Festival were elected secretary and treasurer, respectively; Cesare Perfetto of Bulgaria, vice-secretary. It was decided to hold the first membership meeting at the Bratislava Festival in June.

There were many complaints about MIDEM. Sellers outnumbered buyers. More tickets were issued to the galas than there were seats in the house. Hotel and restaurant prices were outrageous. The telephone service was enough to drive any businessman to drink, and did. But most of the participants agreed that MIDEM offered a unique opportunity to meet their counterparts from all parts of the world and was a good showcase for young talent and off-beat products. Most of them also said they would be back in 1970. And why not? Business or no business, there would always be Cannes with its sun and sea and casino.

Strolling in the sun along the Croisette is half the deal. Mixed with the mods of MIDEM are the regular winter residents —Colonel Blimps who fled cold and taxes, elderly ladies in black with Edwardian hats, Frenchmen walking with canes and carrying plaids to throw over their knees when they stop to rest at the conveniently spaced benches. At the new and old ports one can see the yachts and sailboats and fishing nets, and on the beach crowds gather around rock 'n' roll groups, which are either practically naked or buried in furs as they pose for pictures or record a MIDEM special. Occasionally a real celebrity passes. Last year we saw Picasso with his guitarist gypsy friend Manitas de Plata; this year the *fado* queen, Amalia Rodrigues.

And then, if you can slip away from meetings for an hour or two or three, there are a series of spectacular museums in the neighborhood. At the Maeght Foundation at St. Paul de Vence there are the outdoor sculptures of Miró, including his enormous ceramic egg in a pool, and the courtyard where Giacometti figures walk. At Biet there is the Leger Museum, at Vence the Matisse chapel, at the Château Grimaldi in Antibes the Picasso goats and fauns painted on the walls, and in a crypt at Vallauris you can see the Picasso murals of war and peace.

The fourth MIDEM is set for January 1970, and the Festival headquarters will be moved from Martinez to the enlarged Palais des Festivals where it was held the first year. Many companies, including some of the big ones that did not participate this year, have signed up already, and better organization and bigger talent are promised. Only one star cannot be guaranteed—the capricious *vedette* that can assure the success of the festival, the sun.

—Dorle J. Soria.

Jorge Bolet's Accompanist

The New Baldwin

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Jazz LPs

Data	Report	
Sonny Criss: *Rockin' in Rhythm*. Criss, alto saxophone; Eddie Green, piano; Bob Cranshaw, bass; Alan Dawson, drums. Prestige stereo, 7610, $4.98.	Nothing in recent years has become Prestige better than its restoration of Criss to the prominence he deserves. He is a musician in whom assurance, drive, and technique are formidably well matched. Fully cognizant of Charlie Parker's innovations though he clearly is, his style embraces rewarding features of earlier masters. Thus,	his suave lyricism recalls Benny Carter on "When the Sun Comes Out," while on Ellington's "Rockin' in Rhythm" the impassioned sweep and energy of his phrasing suggest Willie Smith. Young Eddie Green does well in a rhythm section alongside those nonpareils, Cranshaw and Dawson.
Sidney De Paris: *De Paris Dixie*. On two tracks: De Paris, trumpet; Vic Dickenson, trombone; Ed Hall, clarinet; James P. Johnson, piano; Jimmy Shirley, guitar; John Simmons, bass; Sidney Catlett, drums. On seven tracks: De Paris, trumpet; Jimmy Archey, trombone; Omer Simeon, clarinet; Robert Green, piano; Pop Foster, bass; Joseph Smith, drums. Blue Note compatible stereo, B-6501, $5.98.	This is the first record in a series of long-awaited reissues from the early Blue Note catalogue. Welcome though it is, the release as a whole places an exaggerated emphasis on the work of Edmond Hall and Art Hodes, and by inference underrates that of, for example, Pete Johnson, James P. Johnson, Sidney Bechet, Earl Hines, and Frank Newton. This collection opens with "Everybody Loves My Baby" and "Who's Sorry Now?" from a brilliant 1944 session, and then continues with five titles and *two* takes of "When You Wore a Tulip" from a much less successful	1951 date. The two missing titles from 1944, "Call of the Blues" and "Ballin' the Jack," would have been more rewarding artistically. Had they completed Side 1, and had they been backed by the four numbers recorded a few months earlier under James P. Johnson's leadership—with the same personnel, except that Ben Webster was in Hall's place—a classic LP could have resulted. There is excellent playing here by De Paris, however, particularly on the first two titles, and the second date does offer several refreshing clarinet solos by the late Omer Simeon.
Richard "Groove" Holmes: *That Healin' Feelin'*. Holmes, organ; Rusty Bryant, alto and tenor saxophones; Billy Butler, guitar; Herbie Lovelle, drums. Prestige stereo, 7601, $4.98.	The much-maligned organ groups have to their credit the introduction—or reintroduction—of many good guitar players. Butler, who was featured for eight years with Bill Doggett, is responsible for the best moments in this set. He maintains a full and musical tone, and his chorded accompaniment gives the quartet depth and richness. In his solos, he uses chords very intelligently for rhythmic emphasis and contrast	with single-note lines, and on two numbers he creates haunting, violin-like effects. Another veteran well worth hearing is Bill Jennings on *Swivelhips* by Willis Jackson (Prestige 7602). Together with fellow-guitarists Kenny Burrell and Grant Green, Jennings can also be heard on a pleasing collection of Brother Jack McDuff's successes (Prestige 7596).
John Lee Hooker: *Simply the Truth*. Hooker, vocal and guitar; Ernie Hayes, piano and organ; Wally Richardson, guitar; William Folwell, Fender bass; Hele Rosenthal, harmonica; Pretty Purdie, drums. BluesWay stereo, BLS-6023, $4.98.	Hooker's limitations as a guitarist are probably his strength. Although never seduced far from basic rhythm patterns, his positive beat and marvelous tempos enable him to establish a highly individual atmosphere. He has, in addition, a voice and a delivery that invest country simplicities with an air of mysterious significance. Sad, forlorn blues, of which there are good examples here, are his forte; but he can whoop and holler	happily when in the mood, as on "I Wanna Bugaloo" and "Twist Ain't Nothin' but the Old Time Shimmy." His commentary on the times is continued in "I Don't Wanna Go to Vietnam" and "Mini Skirts." The accompanying group backs him admirably in performances that are full of those virtues generally disdained in jazz today.
King Pleasure: *Original Moody's Mood*. Pleasure, vocal; accompanied by trio, quintet, septet, the Dave Lambert Singers, the Three Riffs, and the solo voices of Blossom Dearie, Betty Carter, and Jon Hendricks. Prestige stereo, 7586, $4.98. Eddie Jefferson: *Body and Soul*. Jefferson, vocal; Dave Burns, trumpet; James Moody, saxophones and flute; Barry Harris, piano; Steve Davis, bass; Bill English, drums. Prestige stereo, 7619, $4.98.	Between them, these two records provide an almost definitive survey of the curious art of jazz "vocalese." In the beginning of jazz, the instrumentalists tried to simulate the sound and timbre of blues and gospel singers. Subsequently, singers imitated, in wordless "scat," the conceptions of the "hot" soloists; but the intricate phraseology of bop appears to have been the inspiration of vocalese, that fitting of tongue-twisting lyrics to fast, unusually accented lines.	Eddie Jefferson was the creator, King Pleasure the popularizer. Pleasure's 1952 recording of Jefferson's lyrics to James Moody's improvisation on "I'm in the Mood for Love" (included in 7586) was a big hit that has scarcely been excelled. Moody repays the original compliment by joining Jefferson on 7619 for similar inventions on inventions, among them being Coleman Hawkins's "Body and Soul" and Horace Silver's "Filthy McNasty."
Stuff Smith: *The Violin Summit*. Smith, Stephane Grappelly, Svend Asmussen, Jean-Luc Ponty, violins; Kenny Drew, piano; Niels-Hemming Orsted Pedersen, bass; Alex Riehl, drums. Prestige stereo, 7631, $4.98.	The promise of the personnel and instrumentation is not fully realized here, perhaps because of frequently insensitive drumming and piano playing. Ponty, likened by Smith to John Coltrane, is a French phenomenon whose technique and imagination sometimes lead him to excesses, but his ideas are obviously a challenge to the	three older violinists. This is most evident on "It Don't Mean a Thing," where all four take two choruses apiece, and where Ponty is followed by Smith. The latter, of whom too little is heard, plays with characteristic humor, attack, and emotional authority.
Various Artists: *Chicago South Side, Vol. II*. Seven small groups featuring George Mitchell, Punch Miller, Natty Dominique, cornets; Jimmie Noone, Omer Simeon, Johnny Dodds, clarinets; Earl Hines, Zinky Cohn, Jimmy Blyth, pianos; Hayes Alvis, Quinn Wilson, basses; Baby Dodds, Wallace Bishop, drums; and others. Historical mono, HLP-30, $4.98.	Although less rare, the recordings in this collection are more interesting musically than those in Volume I. The three tracks by Noone are not his greatest, but the beauty of his tone and his grace in embellishment, not to mention eight dazzling bars from Earl Hines, make them enjoyable. Two titles by a contingent from the Hines band, with a remarkably able disciple of that leader,	William Barbee, at the piano, are notable for two relaxed but piquant choruses by Simeon on "Easy Rider." Johnny Dodds, who plays on four tracks, is unquestionably the star of the second side. —Stanley Dance.

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Guitar by Charlie Christian

CHARLIE CHRISTIAN was not, as some commentators have contended, the first important jazz guitar soloist. Anyone who has heard Lonnie Johnson, with Louis Armstrong or with Duke Ellington or on his own, will know that he was not. Then there was Eddie Lang, an influence and object of respect in the 1920s and early 1930s, but whose work does not, in my opinion, survive its time. And there was—astonishing cultural development!—the Belgian-French gypsy, Django Reinhardt. Christian even had a predecessor on amplified guitar in Eddie Durham, who was otherwise a well-known trombonist and composer-arranger.

But Christian was, in his brief career, not a major guitarist; he was *the* major guitarist and a major soloist regardless of instrument. Was and still is, for we have had several first-rate jazz guitarists since Christian, but none, I think, his equal. Anyone interested in jazz, the guitar, or the real achievements of American music should know his recordings.

Christian found a special style and special role for his special instrument, the amplified guitar. He knew the work of his predecessors, to be sure, but his major influences were the horn men, more specifically the saxophonists, and most specifically Lester Young. He translated their influence into a single-string melodic technique—despite his rhythmic sureness and superb swing, he was not much of a chord-and-rhythm man, and, indeed, his best accompaniments were buoyant riffs of which he seemed to have an unending supply. His guitar style was, however, far from being merely imitative of a saxophone style, and his sound was a careful amplification of a personal guitar sound.

Christian was (according to a cliché of jazz history) a transitional figure between the jazz of the 1930s and the innovations of the 1940s. True, he was more harmonically exact and sophisticated than Lester Young, but, like Young, he remained as much a linear melodist. He was a great soloist by any standard; and in his short time before the public (Christian joined the Benny Goodman Sextet in late 1939 as an unknown, and died a mere eighteen months later), he left a rich recorded heritage, not merely of excellent playing but of exceptional solos.

The typical Christian solo is organized in contrasts of brief, tight, riff figures and long, flowing bursts of lyric melody; and in his best improvisations these elements not only contrast effectively but also, paradoxically, lead one to another.

Christian's recorded heritage is not ideally served on current LP. About eleven years ago, Columbia reissued some of the Goodman performances (mono only, CL 652), which in a couple of cases were expanded by splicing in Christian solos from alternate, unused "takes." The Schwann catalogue still lists the album, so perhaps one can find it. One of Christian's masterpieces with Goodman, "I've Found a New Baby," has never been on LP in the United States, but it is available on a CBS-Disque Christian album issued in Europe, *Solo Flight* (62-581), which is worth obtaining. There are still available the invaluable jam sessions recordings, the only ones we have (Archive of Folk and Jazz Music 219), which feature Christian's chorus-after-chorus inventiveness on several pieces.

The foregoing words are prompted by the appearance of a Blue Note album, *Celestial Express* (B-6505), which reissues two sessions from the 1940s led by clarinetist Edmond Hall.

The second comes from 1944 and is, in a sense, an ersatz Goodman small-group date, with generally good work from Red Norvo, a very good solo by Teddy Wilson on "Smooth Sailin'," and, on the slow "Blue Interval," excellent work by Wilson and two superb improvisations by Hall.

The earlier session represented on *Celestial Express* comes from 1941 and is a quartet with an unusual instrumentation, in which Hall's clarinet is joined by Meade "Lux" Lewis on celeste, Charlie Christian on unamplified guitar, and Israel Crosby on bass for a program of blues at various tempos.

Individually, the players do well. However, on the faster pieces, the instrumentation itself risks a kind of thumping, stringed heaviness in the rhythm section which the high, belled tones of the celeste could not temper as a piano would. Still, Christian has a good solo on "Jammin' in Four," and the take-your-turn, solo-and-accompaniment counterpoint of Lewis and Hall on "Edmond Hall Blues" is very good.

However, everything — instrumentation, sonorities, style, players—comes together on "Profoundly Blue." It opens with three superb Christian choruses, with Crosby in a true counter-melody behind him, and with a few gently rendered comments from Lewis as well. It is a performance of such exceptional musical and emotional quality as to produce a sense of sustained wonder, both the first time one hears it and the hundredth. There is even a second "take" of "Profoundly Blue" included, but its excellences only serve to dramatize the magic quality of the first.

Happily, the LP transfer of this Blue Note reissue has been done without phony electronic stereo, but there is a bit of surface noise that was not audible on an early 10-inch LP issue of some of this material. —MARTIN WILLIAMS.

Weekend with Rostropovich

IT'S a rare occasion when a world-renowned cellist brings forth two American premieres in a single recital, and rarer still when he accompanies his equally famous and accomplished wife less than forty-eight hours later in still a third U.S. first performance. But such was a recent weekend with the Rostropoviches—Mstislav R. and Galina Vishnevskaya—at Carnegie Hall, when they introduced works of Britten, Debussy, and Shostakovich.

In the cellist's Friday evening recital, Benjamin Britten's Suite No. 2, Opus 80, for solo cello indulged the technically dazzling instrumentalist (to whom it is dedicated) in the full range of cello sounds and effects; but, except for one extended movement, the five-section piece emerged a dry, even somewhat withdrawn, airing of all these tricks. The single magical instance was the *Andante lento* that has the Eastern feeling the composer currently has been pouring into his church parables, typified by plucked strings over a delicately etched melodic line. Since Britten plays to all of Rostropovich's considerable strengths, his performance of the Suite must be placed in the definitive category.

Later came the U.S. premiere of an unpublished Debussy piece, Nocturne-Scherzo, written originally (according to Lockspieser) for violin-piano and played by Theiberg and Debussy on May 12, 1882. Considered within the Debussy canon, it is of extremely slight significance and nothing more than salon music. For the more traditionally minded, Rostropovich opened with a raw-boned reading of the Beethoven Sonata No. 2 in D major, Opus 102, and settled down for a richly romantic reading of the early Richard Strauss Sonata in F major.

On Sunday afternoon, Rostropovich the cellist—he also served as a flawless pianist for the remainder of the recital—joined his wife, Mme. Vishnevskaya (with pianist Julien Musafia and violinist Jaime Laredo), in the American premiere of Dmitri Shostakovich's Seven Romances, dedicated to the soprano and introduced at the Aldeburgh Festival by the couple on June 24, 1968. A composer little identified with song, Shostakovich has taken the mystical words of the early twentieth-century poet, Alexander Blok, and created an atmospheric, highly evocative sequence that ranges from a song for Ophelia to songs of the city, love, and death. Instead of treating the voice as the sole melodic line riding above the accompaniment, each of the assisting instruments participates actively, with its own melodies and rhythms interweaving with the voice. This is a valuable new addition to the song literature, and the artists were eloquent spokesmen on behalf of it. —ROBERT JACOBSON.

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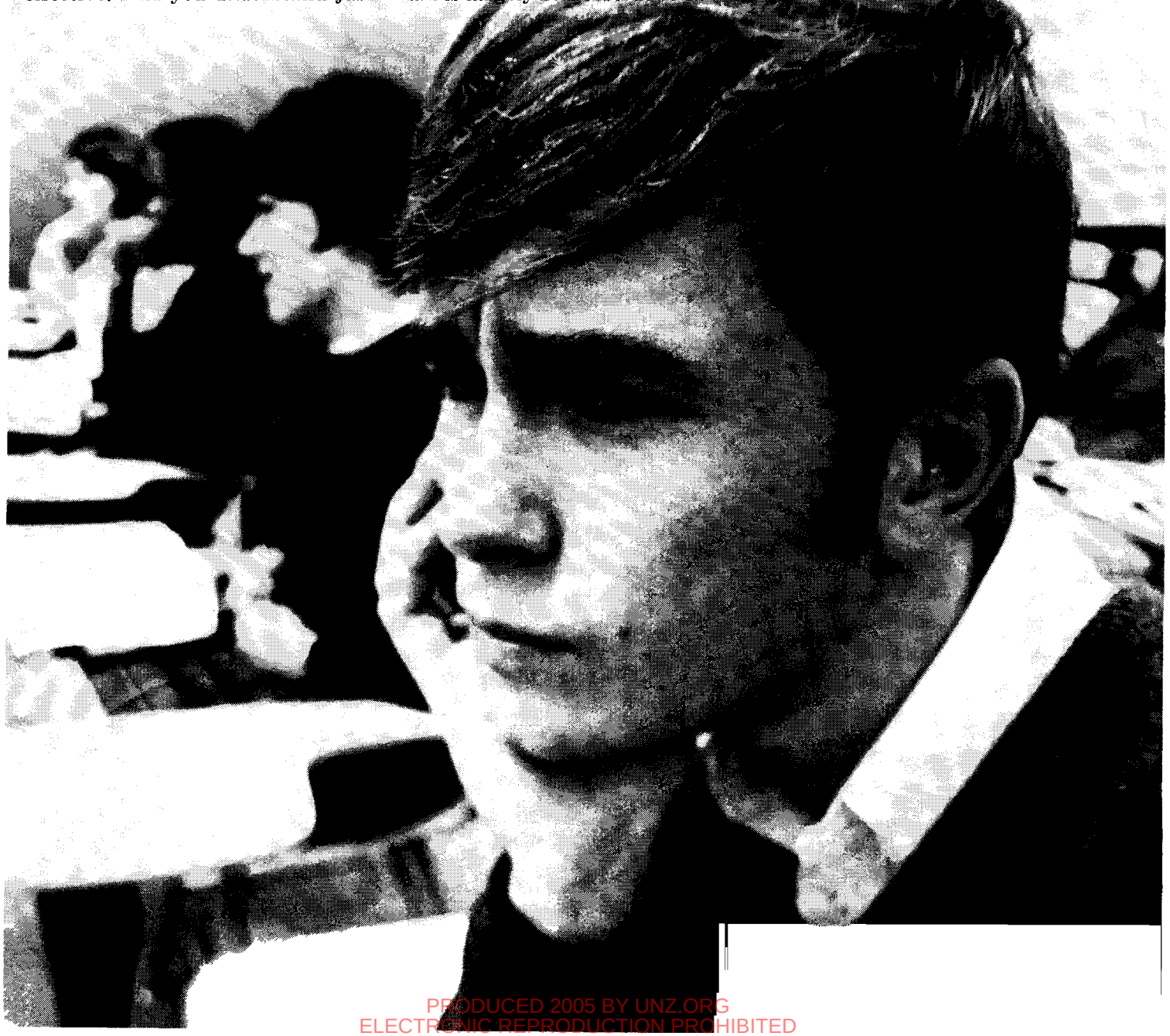

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EDUCATION IN AMERICA

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EDITORIAL 67

LETTERS TO THE EDUCATION EDITOR 68

BIG CITY SCHOOLS VII—PHILADELPHIA: CAN URBAN SCHOOLS BE REFORMED?
By Wallace Roberts 70

IQ: GOD-GIVEN OR MAN-MADE?
By Gilbert Voyat 73

OUTWARD BOUND: NATURE AS TEACHER
By A. Lee Maynard 76

NEW DEAL FOR GRADUATE EDUCATION
By John Lear 78

SCHOOLS MAKE NEWS 80

A VIEW FROM THE CAMPUS: THE WIDENING GAP BETWEEN TOWN AND GOWN
By Paul Woodring 82

BOOK REVIEW:
"Overlive: Power, Poverty, and the University," by William M. Birenbaum, reviewed by Charles J. Calitri 83

"The Strawberry Statement: Notes of a College Revolutionary," by James Simon Kunen, reviewed by Henry S. Resnik 84

NEW BOOKS 91

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Race and Intelligence

AN impressive study of the nature of intelligence, its sources, and its implications for school and society was published last month in the winter issue of the *Harvard Educational Review* (*HER*). The author, Arthur R. Jensen of the University of California, Berkeley, brings to his task substantial scholarly competence in the fields of psychology and genetics, as well as education. His findings, most starkly stated, are: Whites are more intelligent than Negroes; intelligence is overwhelmingly the result of genetic inheritance rather than environmental influences; this is why compensatory education programs for the disadvantaged have failed; therefore, different kinds of education programs should be designed for children of different abilities—meaning, primarily, whites and blacks.

Manifestly, Dr. Jensen's subject is emotion-laden, and his politically explosive conclusions are morally and socially unacceptable to large numbers of Americans, both white and black. It is also clear that attempts will be made to use his study to document the validity of racial prejudice in all its many ugly forms. (Reportedly, attempts have already been made to introduce it as evidence in court cases designed to block desegregation of the schools.) It was for this reason, at least in part, that nearly two years ago the National Academy of Sciences issued a statement declining to advocate research specifically focused on the relative importance of heredity and environment as causes of racial differences. In a precede to the statement, as published in the November 17, 1967, issue of *Science*, the editors noted that the vigorous advocacy of such research by William Shockley of Stanford, Nobel Laureate in Physics, had been "a matter of some discomfort to the Academy, which finds itself situated between its traditional belief in free inquiry and its realization that the formulation of heredity versus environment adds up to a loaded question that might be destructively exploited by racists if the Academy even ratified it as the right question."

In the statement itself, the Academy endorsed continuing genetic research, but noted that:

> The problem of disentangling hereditary and environmental factors for complex intellectual and emotional traits where many genes may participate, where measurements are often not reproducible, where it is not certain what is being measured, and where subtle environmental factors are involved is extremely difficult. It is unrealistic to expect much progress unless new methods appear.

There seems little reason to doubt that the need for caution, stated by the National Academy, still endures. But since Dr. Jensen and the *HER* have had the temerity to raise the issue so openly, it should be faced with the sober consideration it deserves. Any intelligent layman can follow Dr. Jensen's lucid argument (barring some of the more complex statistical analysis), but it remains for his professional peers to subject his study to the critical scrutiny it demands. To that end, *SR* presents on page 73 an analysis by Gilbert Voyat, a former student and colleague of Jean

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Piaget, the noted Swiss psychologist. *HER* will also publish in its spring issue critiques by five eminent scholars with special competence in relevant fields. We hope that there will be other analyses of equal weight.

Even the layman, however, may question some of the study's assumptions and conclusions. For instance, Dr. Jensen assembles considerable evidence to document his introductory statement that: "Compensatory education has been tried and it apparently has failed." Many compensatory programs do appear to have failed to raise IQs or academic achievement. But, in the light of the evidence presented by Dr. Benjamin Bloom in his study of human development, *Stability and Change in Human Characteristics*, there is serious question whether programs of the requisite intensity and duration have been attempted in the U.S. And there is no evidence that Dr. Jensen is familiar with the dramatic results obtained in raising IQs of disadvantaged "Oriental" Jews at the Szold Institute in Jerusalem.

Even more important, perhaps, are the many questions raised by Dr. Jensen's discussion of IQ and intelligence. He writes that "intelligence, like electricity, is easier to measure than to define." And it is with considerable reluctance that he says specifically that intelligence "is probably best thought of as a capacity for abstract reasoning and problem-solving." He is also quick to note that this particular "constellation of abilities" covers only a narrow range within the entire spectrum of human mental abilities. But important as these attributes are to the continuing welfare of humanity, we may question whether he ascribes sufficient value to the many other dimensions of the human mind long cherished by the civilized world.

Intelligence, narrowly conceived, is what IQ tests measure most accurately —and "the IQ is known to predict scholastic performance better than any other single measurable attribute of the child." Yet, substantial evidence indicates that IQ test scores correlate closely with academic achievement for only the top 11 or 12 per cent of the school population. Therefore, a fruitful by-product of Dr. Jensen's study might be the stimulus it provides for a thorough re-evaluation of the assumptions on which the nation's schools operate. Are they, as presently conceived, prepared to serve the whole people, or is there serious question whether they can provide reasonably satisfying education for more than a fraction of their clientele?

As for the study itself, Dr. Jensen has presented his case, but the jury of his professional peers is still out. —J.C.

The Origin of IQ Tests

THE FIRST REALLY useful test of intelligence and the progenitor of nearly all present-day intelligence tests was the Metrical Scale of Intelligence devised in 1905 by Binet and Simon. A fact of great but often unrealized implications is that the Binet-Simon test was commissioned by the Minister of Public Instruction in Paris for the explicit purpose of identifying children who were likely to fail in school. . . . The psychological sagacity of Binet and Simon as test constructors derived largely from their intimate knowledge and observation of the behavior of young children and of what, precisely, teachers expected of them in school. Binet and Simon noted the characteristics distinguishing those children described by their teachers as "bright" from those described as "dull," and, from these observations and considerable trial and error, they were finally able to make up a graded series of test items that not only agreed with teachers' judgments of childrens' scholastic capabilities, but could make the discriminations more finely and more accurately than any single teacher could do without prolonged observation of the child in class. . . .

But the important point I wish to emphasize here is that these Binet tests, and in effect all their descendants, had their origin in the educational setting of the Paris schools of 1900, and the various modifications and refinements they have undergone since then have been implicitly shaped by the educational traditions of Europe and North America. The content and methods of instruction represented in this tradition, it should be remembered, are a rather narrow and select sample of all the various forms of human learning and of the ways of imparting knowledge and skills. The instructional methods of the traditional classroom were not invented all in one stroke, but evolved within an upper-class segment of the European population, and thus were naturally shaped by the capacities, culture, and needs of those children whom the schools were primarily intended to serve. At least implicit in the system as it originally developed was the expectation that not all children would succeed. These methods of schooling have remained essentially unchanged for many generations.

—From "How Much Can We Boost IQ and Scholastic Achievement?" by Arthur R. Jensen, *HER*, Winter 1969.

Letters to the Education Editor

Schools Examined

I SINCERELY HOPE that everyone interested in education reads John Goodlad's article "The Schools vs. Education" [*SR*, Apr. 19]. It is a clear and precise description of the shortcomings of our schools. Moreover, it lucidly delineates some of the questions which need to be addressed if schools are to survive. Thank you for publishing this timely and provocative essay.

MIKE VAN RYN,
Acting Chief, Bureau of Inservice Education,
The State Education Department,
Albany, N.Y.

JOHN I. GOODLAD'S article is one of the most pernicious and dangerous I have ever read on education. Under the guise and well-meaning ideal of "freeing . . . human teachers to do those truly *human* educational things," he promotes the "tireless computer" as a teacher capable of teaching more efficiently than humans such "basic skills" as reading, spelling, and mathematics. "With fundamental learning effectively taken care of," he blithely asserts, we can then "grapple with education's first question: What kinds of human beings do we seek?" You teach a child reading and mathematics and spelling and the other "basic skills" by computer, Dean Goodlad, and you will not have to worry about the "first question," for you will already have irresponsibly and irreparably cheated and damaged the child's will and spirit and feelings.

NATHAN LYONS,
Assistant Professor,
Hunter College,
New York, N.Y.

IF WE ACCEPT John I. Goodlad's statement that "much of the so-called educational reform movement has been blunted on the classroom door," then schools of education, including his own, ought to be held accountable for the lack of excitement and enthusiasm he found among classroom inhabitants.

Who else is responsible for the teaching candidates turned out during the last decade or two?

SOL DISNER,
Region Assistant,
Detroit Public Schools,
Detroit, Mich.

You Try It

THE EDITORIAL COMMENTS by James Cass in "Don't You Talk—Just Listen!" [*SR*, Apr. 19], regarding the plight of education, I believe are typical of the anti-Establishment views held by *SR* in general. As usual, he points out all of the faults of the System, but he has *none* of the answers.

I have spent almost twenty years in the public school classroom at various levels, and I know, and most of my associates know, that the educational programs of our schools need assistance. The hang-up oc-

(*Continued on page 85*)

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Soul Brothers

Benjamin Banneker and Benjamin Franklin: in their time, both were famous for their almanacs, their inventions (Banneker's clock was the first completely American-made one), their love of freedom. Later, Banneker's role in American history was largely ignored or forgotten. As were the roles of other Black Americans.

Today's educators are working to set right past wrongs. But a built-in danger in many new programs is the old one of segregation — in this case the segregation of "Black History" from American History.

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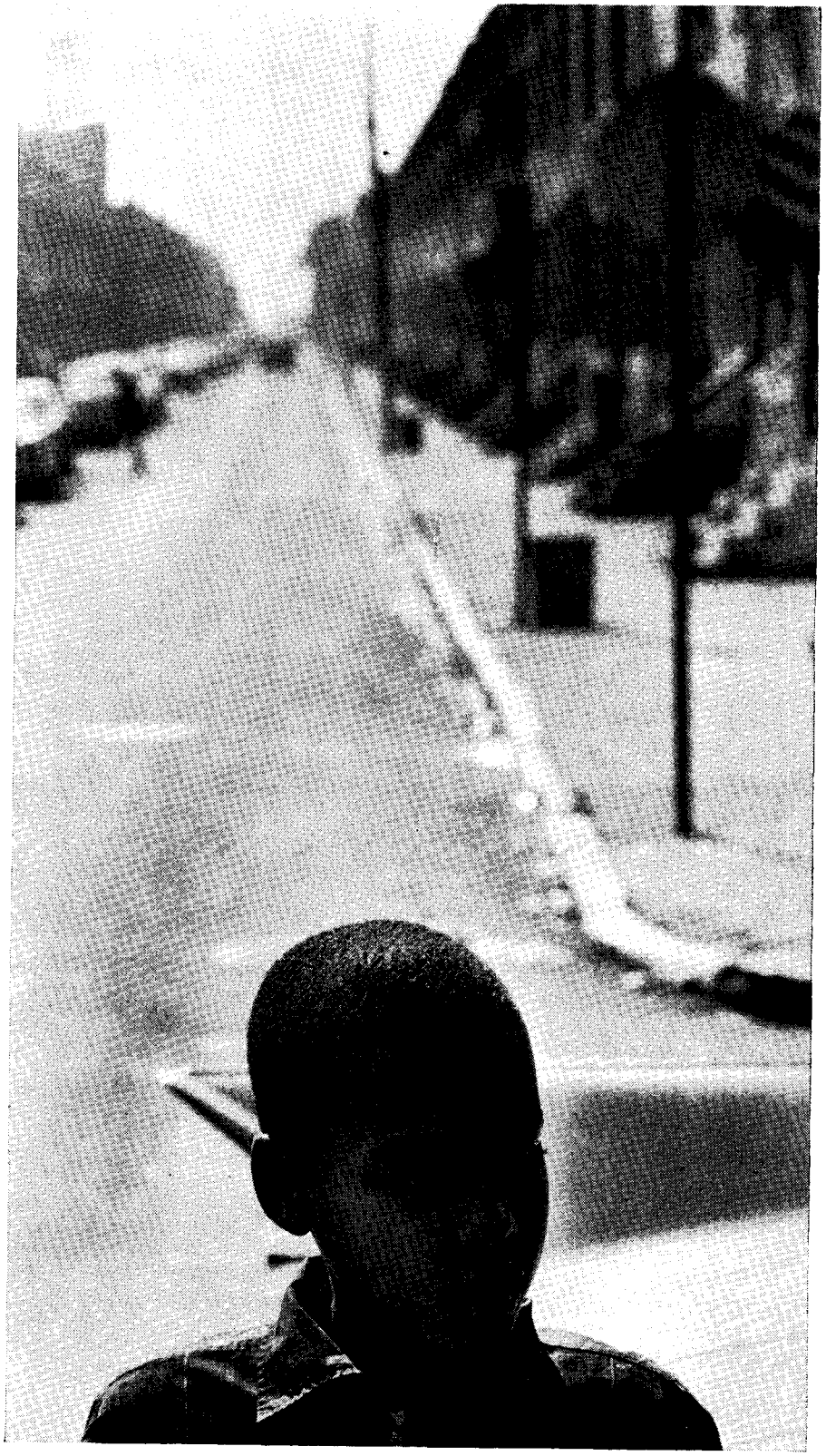
CAN URBAN SCHOOLS BE REFORMED?



—Ed Eckstein (Bethel).

"If the Philadelphia schools were not fulfilling their promises to white children in the early 1960s, they weren't even making promises to blacks."

By WALLACE ROBERTS

CHANGE comes infrequently in Philadelphia, but when it does, it is like the fundamental kind set in motion at Independence Hall in 1776, and it is led chiefly by merchant-revolutionaries, liberal businessmen from the upper or upper-middle class with a distinctly Anglo-Saxon heritage of patrician radicalism. Yet the world of Chestnut Hill, the Main Line, the Assembly dances, Rittenhouse Square, and the Pennsylvania Company for Insurance on Lives and Granting of Annuities connotes a class image of a cool reserve, an active disdain for the masses that goes beyond mere unconcern, and, finally, a rigid conservatism that is more than an injunction not to rock the boat.

It is hardly surprising, then, that change in the schools has taken 150 years. Philadelphia's public school system was set up in 1818 to serve the children of the poor. The city's upper class sent their own children to the many Quaker and Episcopal schools in the city and gave only passing notice to the public schools. In the early 1960s, however, a group of reformers led by a small band of gray-flannel radicals started a movement that has produced a series of decisive changes in the atmosphere surrounding the administration of the education of Philadelphia's 290,000 public school children.

Part of the change was a series of enabling laws that were jammed through the legislature to give the school system a measure of fiscal independence and administrative flexibility. The new laws, in turn, sparked the selection of a new school board to replace a group of men whose nineteenth-century outlook and frosty indifference to public criticism caused them to be called Philadelphia's House of Lords.

The new board brought in a dynamic and controversial superintendent, Mark R. Shedd, who is as unorthodox and as aloof as Eugene McCarthy; a doubled school budget in four years; more federal school aid per child than any other large city; an extensive and diverse collection of educational programs; and a $500-million building program that opens fifteen new schools a year. The changes have also produced tensions, fears, and distrust, as jobs have been eliminated, old power centers have been circumvented, and new powers or threats

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of power have been unleashed. The changes, however, have brought only barely perceptible gains in student achievement scores because they have been programed reforms aimed at providing the preconditions necessary for learning. The reforms have not gone far enough yet, but their future is already uncertain.

Some of the changes in the Philadelphia school system have been described as "revolutionary," but they are the fruit of a mixed heritage. The city's colonial tradition of genteel radicalism was conveniently forgotten once the nation was made. After the Republic's capitol moved to the mud flats of the Potomac in 1800, the merchant-revolutionaries of Penn's "greene Country Towne" turned their energies to making money, and, for the rest of the nineteenth century and up through the Second World War, the idea of reform movements led by the upper class was lost in the rush of a rapidly expanding economy.

THE city's banks played the key role in the capitalization of basic industries, and its counting houses have dominated the city's life; their atmosphere of conservatism, frugality, orderliness, and a subtly imposed harmony pervaded the city up through the late 1940s. Because the city's white immigrant groups were roughly the same size, no one group emerged from the wide-open battles of ward politics to dominate the city, as did the Irish in Boston and the Germans and Scandinavians in Midwestern cities. James Tate, the current mayor, is the first Irish-American to hold the job; his predecessors all have WASP-sounding names, and most of them were office boys for the business elite.

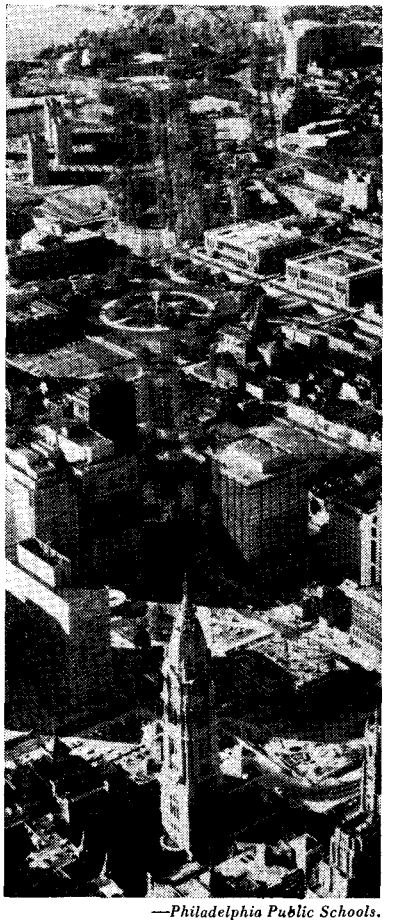
Reform in Philadelphia began twenty years ago, when the mayor's office was captured by a reform movement under the leadership of a small group of liberal, upper- and upper-middle-class businessmen—the Old Philadelphians who discovered their legacy of dissent. Joseph S. Clark, a descendant of one of the city's foremost banking families, became the first Democratic mayor in the twentieth century when he took office in 1952. Under Clark and Richardson Dilworth, his successor, who is now president of the board of education, the reform movement in city hall cleaned out the light-fingered pols for a while, streamlined the administration of the municipal bureaucracy, and, most spectacularly, turned a dreary and decaying downtown area into a model of well-planned, if uninspired, renewal.

After reshaping the rest of the city, the reformers turned their attention to the city's school system, which, at the time, symbolized the disaster of urban education. Elementary and junior high schools' achievement scores were con-

Learning on the Road

ONE OF THE most unusual educational experiments in the Philadelphia school system began last February when the Parkway Project, a school without walls, "opened its doors" to 142 high school students. There is no single building in which these students learn, instead, they go to non-graded classes in two dozen different public and private institutions located along or near the mile-and-a-half length of the city's tree-lined Benjamin Franklin Parkway.

Originally, the project was conceived as a less expensive alternative to spending $18,000,000 for a new 2,400-student high school that the city will need within five years. Since then, however, planning for the project under its director, John Bremer, has evolved into the idea that the project's lack of both physical and curricular structure will give students an opportunity to study independently and to design their own curricula. Bremer, a forty-two-year-old British educator, has taught in the Leicestershire schools and last year was the superintendent of the Two Bridges decentralized school district in New York City.



—*Philadelphia Public Schools.*

Philadelphia's new school without walls extends from City Hall to the Art Museum near Fairmount Park.

The students have been divided into tutorial groups, each with about fifteen students and two teachers. Orientation sessions were held for the first three weeks of the program to describe the various opportunities for both individualized and group study available in the ninety-five different specialized courses. During a typical day at the Parkway Project, a student might spend the morning at one of the participating institutions. In the afternoon, he returns to his tutorial unit and spends two hours studying to meet state-mandated curricular requirements in math and language, after which he can take a course at another institution.

Some of the initial possibilities for student specialization can be found in the characteristics of the cooperating institutions. Mathematics, electronics, and chemistry will be taught at the Franklin Institute, insurance at the Insurance Company of North America building, art appreciation at the Art Museum and the Moore College of Art, biology at the Academy of Natural Sciences, physical education at the YMCA, and zoology and anthropology at the Philadelphia Zoo in nearby Fairmount Park. Such non-Parkway enterprises as the Smith Kline and French pharmaceutical laboratories, the Philadelphia *Inquirer* and *Evening Bulletin* newspapers, and KYW-NBC radio and TV studios are also participating in the project.

The first Parkway class of sixty-nine black and seventy-three white students was selected at random from more than 2,000 applications submitted through the city's eight public school districts and the archdiocesan school headquarters; it also includes fourteen "exchange" students from some of the city's suburbs.

Future plans for the Parkway School call for increasing the enrollment to 600 next fall, with a maximum peak of 2,400 being reached in 1972 when a full four-year high school will be "in residence." —DONALD COX.

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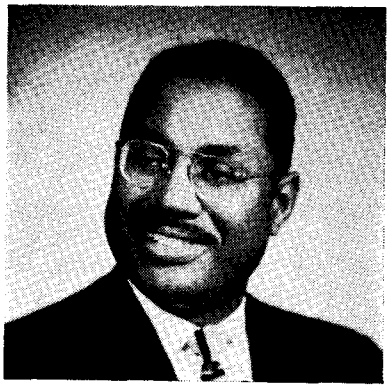

Marcus Foster, principal of Gratz High School, has transformed it by working with parents and students.

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siderably lower than national norms in nearly every category tested; the high school scores, by contrast, were well above average, but this apparently reflected attrition not improvement, as Philadelphia had the highest dropout rate of the nation's ten largest cities. There were fewer professionals in relation to enrollment than in any other city except Pittsburgh, and even then one-sixth of the teachers were permanent substitutes. Philadelphia also had a higher proportion of its school-age children in private and parochial schools than any other major city, except, again, Pittsburgh. In 1959-60, it ranked seventh in school expenditures per student among the eleven largest systems in the nation.

In 1959, enrollment, which had been growing at the rate of 1,000 or 2,000 a year, jumped by 9,000. In 1965, nearly 60 per cent of the elementary schools, 83 per cent of the junior high schools, and 89 per cent of the high schools were overcrowded. Not only were the schools short of space, they were old. More than 70 per cent of the city's public schools were over thirty years old, and sixty-three elementary schools were built before 1907 and classified as fire hazards.

Dissatisfaction with public education was considered only slightly less than subversive in Philadelphia until the late 1950s when a few individuals, citizen groups, and civil rights organizations began carping about finances and the overcrowding, but the criticism was sporadic and without punch. What welded it into an effective tool was the Greater Philadelphia Movement (GPM), a nonpartisan group of about fifty businessmen, most of whom were corporation lawyers and bankers. GPM members had been active in liberal causes in the city even before its formation in 1948, and many of them were also members of the Philadelphia chapter of Americans for Democratic Action (ADA). GPM had actively supported Clark and Dilworth in their mayoral campaigns, yet GPM was composed of men who were primarily upper-class businessmen living in the city's fashionable suburbs along the Main Line. "GPM," says William H. Wilcox, its executive director, "made it respectable to criticize the public schools."

THE 1965 Philadelphia Education Home Rule Charter, which established a new school board selection process and shifted control over school finances from the state to the city, was based on state enabling laws that were approved by the legislature in 1963 only because some GPM members and friends had political leverage in Harrisburg. Those state laws, in turn, were originally based on a 1962 study of the Philadelphia schools made by GPM.

Under the new school board selection process, the mayor picked the board members from a list drawn up by a nominating panel consisting of the chief officers of a number of civic, labor, business, and education groups. Previously the school board members had been named in a seemingly haphazard fashion by the judges of the city's Court of Common Pleas, who were themselves political appointees. The result was a succession of boards of education composed of respected businessmen who saw their job as a custodial one that required a minimum of public controversy and the operation of a school system at the lowest possible cost.

When the new school board took office in December 1965, its new president was Dilworth, a carpetbagger from Pittsburgh who looks like a Tory prime minister. Besides his two surnames, he is marked by another distinctly upper-class trait of speaking his mind bluntly (they say he was born with a silver foot in his mouth), so it might appear that the school reforms he has hammered through were the product of patrician impetuousness. But Dilworth, who is now an elegant and dynamic septuagenarian with a forty-three-year career as a lawyer in the city behind him, is acutely aware of the stagnancy that can strangle a system, a city, or an institution when its top leadership is an inbred coterie of powerful coupon-clippers that has no substantial contact with minds that think differently. He tells the story of how he could never understand why some of the city's banks and railroads were so badly run until he questioned a series of corporation presidents on the witness stand in court. "I'll never forget one man," Dilworth recounts. "He was a gentleman to his fingertips, don't you know, but stupid. My God, was he dumb."

Philadelphia's school bureaucracy was no different in this respect than the city government or business community had been. Dilworth and Clark had revamped city hall by bringing in outside experts, and the same tactic was quickly applied to the schools. Before Dilworth even took office, he set up three task forces composed almost entirely of the reformers and other people with no experience in education but with proven abilities in finance, planning, personnel relations, human relations, engineering, data processing, and purchasing. Many of these men and others like them are now working on the central headquarters staff under a clause in the GPM reform laws that permits the board to exempt 5 per cent of its professional employees from certification requirements.

Dilworth's task forces reviewed all the previous studies of the city's public schools, held public hearings, and then abstracted a long series of concrete demands and recommendations into a program for a goal-orientation set of policies that the board of education could institute without having to administer closely.

The board has since concentrated on two areas of the bureaucracy that are regarded as crucial to any changes in the system: financing and planning. The latter function was simply nonexistent, so it was not difficult for the board to establish a free wheeling planning office that doesn't just talk about bricks but tries to work out with the community and professionals involved just what should go on inside their school.

The same type of change has taken place in the office of administrative services. The schools' finances have come a long way from the days when two-page budgets were kept locked in the desk drawer of business manager Add Anderson, who, until 1961, had run the schools for twenty-five years like a Roman consul, extracting a tribute for the businessmen from each budget in the form of a low tax rate. Now the finances are on a

(*Continued on page* 87)

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IQ: GOD-GIVEN OR MAN-MADE?

By GILBERT VOYAT

WHO would have believed that in the declining decades of the twentieth century the antique psychological argument between environment and heredity would garner headlines and rub academic tempers raw? The older, progressive educators scolded each other about the primacy of nurture over nature. The practicing pragmatists insisted that, "You are what you grow up as, not merely what you are born with." The environmentalists declared that slums produce children with more limited intelligence than generous suburbs do. Not so, asserted the genetically persuaded; poor performance in intellectual matters is the result of a shallow gene-pool.

And so the argument continues. In this past winter's issue of the *Harvard Educational Review*, Dr. Arthur R. Jensen, professor of educational psychology at the University of California at Berkeley, suggests that intelligence is a trait not unlike eye color and hardly more susceptible to change. This study presents an interesting renewal of the genetic argument. Although many of the ideas defended have the aura of statistical, scientific work, they are neither new, self-evident, nor irrefutable. The fact that Dr. Jensen's findings are corroborated by statistical evidence does not make them true. It makes them misleading.

Gilbert Voyat, currently teaching psychology at Yeshiva University, was formerly at MIT working on artificial intelligence. A native of Switzerland, he studied with Dr. Jean Piaget and collaborated with him on various papers and publications, including the book, *Psychology and Epistemology of Identity*, and is the author of *Studies in Time Estimation*.

—Blackstone-Shelburne, N.Y.

Arthur R. Jensen—"Jensen insists that in terms of average IQ, whites are more intelligent than blacks."

His central thesis is simple: Intelligence is a natural trait, inscribed in the genetic pool and unequally distributed among individuals. Theoretically, genius can be found anywhere, regardless of race or social milieu. In practice, however, Jensen insists that in terms of the average IQ, whites are more intelligent than blacks. The average IQ for blacks is, according to his calculation, approximately 15 points below the average for whites. Furthermore, only 15 per cent of the Negro population exceeds the white average. This has been shown, for instance, in a study (cited by Jensen) by Dr. A. M. Shuey, author of *The Testing of Negro Intelligence*, who reviewed 382 previous studies of IQ. Here we have a typical case of validation by quantification. It is impressive, precise, and wrongheaded. The difference in intelligence between whites and blacks is also noticeable among privileged children; upper-status Negro children average 2.6 IQ points below the low-status whites. Jensen makes the further assertion that Indians, who are even more disadvantaged than Negroes, are nevertheless more intelligent. Jensen is very cautious about this differential intelligence. Negro infants, he claims, are more precocious in sensory-motor development in their first year or two than are Caucasian infants. The same holds for motor skills. But, he believes, what is crucially missing among Negroes is what constitutes genuine formal intelligence: conceptual learning and problem-solving ability.

"Psychologists who put their trust in IQ tests tend to forget that the real issue is how the child learns."

—Bonnie Freer (Photo Trends).

Jensen offers a description of the respective roles of genetic and environmental factors as he defines intelligence. His strategy in demonstrating the roles of inheritance and environment is to utilize exclusively statistical evidence. He discusses extensively the notion of "heritability," which for him is a statistical mean allowing him to state the extent to which individual differences in a trait such as intelligence can be accounted for by genetic factors. He comes to the conclusion that this heritability is quite high in the human species, which means that genetic factors are much more important than environmental factors in producing IQ differences. And *this* relationship is almost entirely displayed in achievement on IQ tests which Jensen sees as related to genetic differences.

THESE analyses lead Jensen to the further conclusion that genetic factors are strongly implicated in the average Negro-white intelligence differences. Given these conclusions, Jensen ascribes the failure of compensatory education and other educational enrichment programs to genetic differences, because any attempt to raise intelligence per se probably lies more in the province of the biological sciences than in that of psychology and education. For example, the magnitude of IQ and scholastic achievement gains resulting from enrichment and cognitive stimulation programs range between 5 and 20 IQ points. But Jensen is inclined to doubt "that IQ gains up to 8 to 10 points in young disadvantaged children have much of anything to do with changes in ability. They are

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largely the result of getting a more accurate IQ by testing under more optimal conditions."

Nevertheless, Jensen has some positive recommendations. He distinguishes between two genotypically distinct processes underlying a continuum ranging from "simple" associative learning which he calls Level I, to complex conceptual learning which he calls Level II. Level I involves a relatively high correspondence between the stimulus input and the form of the stimulus output. For example, a child will be able to recite, and perhaps remember, a succession of numbers. Object memory, serial rote learning, and selective trial and error learning are other good examples of Level I. In Level II, a child will be able to classify objects according to their similarities. Thus, Level II involves transforming a stimulus before it becomes an overt response. Concept learning and problem-solving in a whole range of experiences are good examples of Level II. Jensen believes that schooling maximizes the importance of Level II. But schools must also be able to find ways of utilizing other strengths in children whose abilities are not of the conceptual variety. In other words, the ideal educational world of Dr. Jensen would provide two types of education: one directed toward the acquisition of basic skills and simple associative learning, which is training rather than education. Given such training, children with only Level I skills will "perfectly" adapt to any society.

Such is Jensen's thesis. It is based mainly upon the validity of IQ tests. What, in fact, do they measure? The crucial question which must be asked concerns the value of IQ tests themselves. Not that Jensen does not discuss their value. He defines intelligence too narrowly as what IQ tests measure: "a capacity for abstract reasoning and problem-solving." How should we define intelligence? Is it useful to define it at all? In short, the very basis of Jensen's findings must be questioned in the light of what experimental psychology can tell us today about the nature of cognitive development and operations.

For example, fifty years ago any textbook of biology would begin by giving a definition of the word "life." Today, such a procedure is not possible because a definition of life is never adequate. The reason probably lies in the dynamic aspects of the concept, which is incompatible with a static and fixed definition. In a like manner, IQ tests essentially quantify static definitions. Therefore, as in biology it is no longer possible to define life statically, so, too, in psychology a static definition of intelligence is impossible. To understand the limitations of Jensen's basic assumptions, it is helpful to consider the point of view of the Swiss psychologist, Dr. Jean Piaget. A brief summary of the Piagetian approach allows us to differentiate between what is measured by standard intelligence tests and what is discovered through the Piagetian technique.

During more than forty years of experimentation, Dr. Piaget has arrived at a formal description of cognitive development and has divided it into four stages. The first one, before the development of language (symbolic function) in the child, deals with the construction of the logic of actions. This has been called "the period of sensory-motor intelligence." Primarily, the process involves the organization of actions into operational patterns, or "schemata of actions," whose main characteristics are to allow the child to differentiate in his actions, between means and goals. Some conditions are necessary in order to achieve this: Space must become organized as a general container; objects must remain permanent; and, in order to anticipate goals, one must assume some acquisition of practical causal processes.

THE main consequence of the appearance of the symbolic function is the reorganization of sensory-motor intelligence. This enables the child to integrate symbols, allowing him to expand the range of his operations. This next stage is called "pre-operational," or "the period of egocentric thinking." Thus, from a response to an event, intelligence is mediated through language, but the child is not yet able to maintain in his mind symbols (abstractions) that lead to ideas whose meanings are constant. Those constancies have to do with those aspects of the "real world," such as measure, mass, motion, and logical categories. In this pre-operational world everything appears to be related to an egocentric point of view. This is a limitation as much as a source of enrichment during this level of intellectual functioning.

The following stage is characterized by the development of concrete operations. From what is essentially a subjective orientation, intellectual functioning moves toward more objectivity in elaborating mental constancies. The child no longer thinks only in terms of himself, but also takes into account the limitations that the external, physical world places upon him. For example, the child no longer believes that the moon follows him down the street. For Piaget, this type of intelligence is called "concrete," because essentially the child is only able to deal with tangible, manipulatable objects. That is, his world is concerned with *necessary* relations among objects.

The final stage of intellectual development deals with the development of formal thinking which permits the formation not only of necessary relations but also *possible* and *impossible* ones. In short, he can "play" with his mind. The child, now an adolescent, can dream things that never were and ask "Why not?" The adolescent is able to make exact deductions, to extract all combinations from a potential or a real

—*The Ypsilanti Press.*

Jean Piaget works with youngsters in a program based on his theories—"Piagetian tests . . . provide a detailed analysis of the functioning of thinking. . . . They always respect the intelligence of a specific child."

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situation. He is no longer directed only by concrete relations. He can make hypotheses and elaborate theories. He is able to dissociate the form of his thinking from its content.

Piaget's approach strongly contrasts with Jensen's point of view. In particular, Piagetian "tests" clearly differ from typical IQ tests. Among the major differences, IQ tests are essentially an additive progression of acquired skills. They give a state, a global or overall result for a specific population; their quantitative aspect allows one to place a child among children of his age and development. Piagetian tests, on the other hand, are hierarchical; they describe a progressive organization and individual potentialities. They provide a detailed analysis of the functioning of thinking. In short, they qualify thinking; they do not quantify it. They always respect the intelligence of a specific child.

These differences are important because, given Piaget's theory, we can describe intelligence functionally; we can formalize its structural development. We cannot assign to intelligence a specific, static definition, in terms of properties, for this directly contradicts the idea of development itself. Any static definition reduces intelligence either to exclusively environmental factors or to almost exclusively genetic factors without implying the necessary *equilibrated* interaction between them.

Consider the distinction between Level I and Level II as proposed by Jensen. At first glance, this argument is appealing; transformations are not involved in the process of decoding and understanding information at Level I, whereas transformations are a necessity at Level II.

But what is a transformation? In a fundamental sense, the understanding of *any* transformation is a necessity at both levels of learning. Without distinguishing a transformation in the real world, we would be unable to differentiate one state from another. For instance, we can present to a child glass A of particular width and height and glass B thinner but taller than A. We call the state in which A is filled up and B is empty S-1, and the state in which B is filled and A is empty S-2. We call transformations (T) the pathway from one state to another, that is, in this particular case, the pouring from A to B, as well as the change of level in S-2 since the level of the liquid is higher than in S-1. For the child to understand these two aspects of the transformation, he must be able to understand the operation of conservation because it is this operation which has produced the transformation from one state to another. In other words, the child "makes the discovery" that the amount of water in the short, fat glass is exactly the same when it is poured into the tall, thin glass. Knowledge of the states themselves, however, is only a description of the observable. This point is fundamental. The fact that conservation is achieved by a child around the age of six or seven clearly implies the necessity of mastering invariancies even in order to understand Level I. But, to grasp any invariancy requires the ability to think, even at a very low level, in operational terms.

Thus, the two levels proposed by Jensen are inadequate to provide a clear idea of the development of intelligence itself.

Piaget, on the other hand, never gives a static definition of intelligence; essentially, he gives a functional one. The two functions of intelligence are to understand the external world and to build or discover new structures within it. Therefore, Piaget's experiments would always be culture-fair, because they are involved with a description of a progressive organization directed by logic and not greatly influenced by culture. For example, a whole set of Piagetian experiments have been carried out in Africa, Algeria, Iran, and elsewhere.

The main result is that sequential development, in comparable terms, is observed irrespective of the culture or the race. In other words, the stages are respected in their succession and do not permit, even in a theoretical continuum, division into the type of level differences that Jensen describes, and they most strongly suggest the irrelevance of these genotypically distinct basic processes.

IN contrast, IQ tests have been designed by whites for Western culture. Thus, their value is limited to the culture within which they were designed. They can never be culture-fair. Therefore, in any testing procedure of intelligence, relativity, not absolutism, should be the criterion, and even the correction of IQ tests for other populations is not valid. Furthermore, IQ tests are simply not adequate to measure processes of thinking. They provide results, they do not lead to an understanding of how intelligence functions. Piaget's approach not only allows an understanding of intellectual functioning but describes it. Furthermore, Piaget's tests allow one to make reliable, individual prognostications. Since their interests lie in a description of the mechanism of thinking, they permit an individual, personalized appraisal of further potentialities independent of the culture. This point is important primarily because it is neglected in IQ tests where the global population is assessed rather than individual potentialities estimated.

If one accepts the premises on which IQ tests are based, then Jensen's point of view could be valid for what concerns the differences in Negro-white performances, and nevertheless remain questionable for ethnic differences based on genetic facts. His approach

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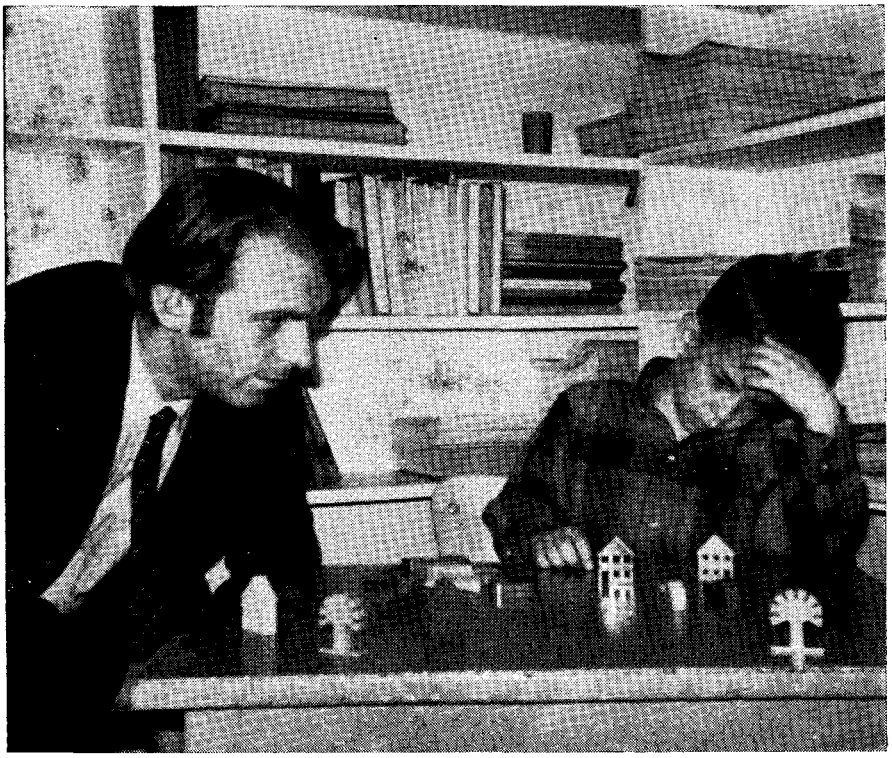

The author conducts a standard IQ test—"IQ tests are simply not adequate to measure thinking processes. They provide results; they do not lead to an understanding of how intelligence functions."

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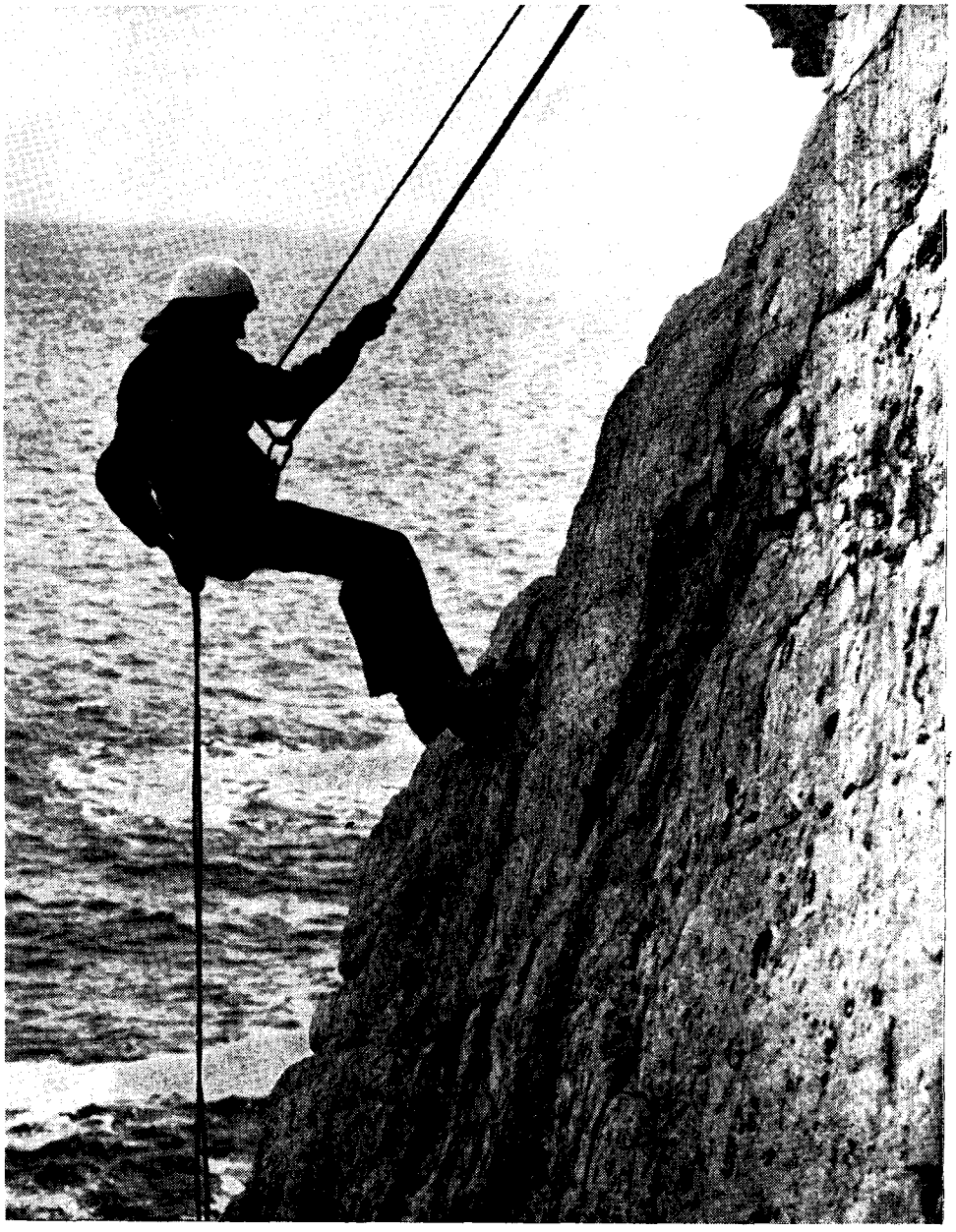

OUTWARD BOUND:

NATURE AS TEACHER

By A. LEE MAYNARD

SOME of the lessons that everyone should eventually learn cannot be gleaned from books or taught even in the best of schools; they can only be learned from experience of a special kind. Education, in this sense, cannot be packaged; all that can be done is to offer the opportunity and the setting. Nature, too, has dimensions that are elusive in their effect on the young, and which are too intangible for measurement. They can only be sensed or felt.

When education and nature are combined to produce an effect, no one knows the alchemy by which experience is transmuted into knowledge. The dunes of Cape Cod and the coast of Big Sur are nothing more than places where land and water meet, yet seen through receptive eyes the experience can illuminate the whole mystery of human existence. And a youth who encounters, for the first time, a stretch of wilderness with which he must learn to cope in order to survive, almost inevitably discovers much, not only about nature, but about himself.

It is the opportunity for such encounters that Outward Bound, a privately sponsored summer program, offers young men and young women. The experience is based on the belief that man is a part of nature, and that not only is it impossible for him to escape his evolutionary history, it is important in our industrialized society to reaffirm his connections with nature in an active way.

Outward Bound is essentially a summer outdoor experience, but is thought of and referred to in its five sites throughout the U.S. as schooling. Each is geared for giving its "students" the skills necessary to survive in the wilderness, either alone or as members of a group. It also provides opportunities to confront and experience nature in a highly personal way, and to learn from that experience.

The "courses" are taught in some of the country's most remote and challenging wilderness areas. They use the awesome grandeur of the sea, the mountains, and the backwoods lakes of the North country under a variety of weather conditions to provide different dimensions for human striving and endeavor.

THERE are three mountain schools—in Oregon, Colorado, and North Carolina—a wilderness lake school in Minnesota, and a sea school in Maine. The program at each is roughly twenty-six days long and is packed with skill learning and expeditions; hardly any time is spent in the base camp. Last year, 2,240 men and women attended the five schools which charge tuition of about $400. (In 1968, 1,150 full or partial scholarships were awarded.)

While the programs of no two Outward Bound schools are identical, there are certain common concepts that underlie all of them. Introspection and contemplation are placed side by side with vigorous physical activity. Readings, discussions, and the keeping of diaries set a tone that culminates in the solo—a period of three days and three nights alone, with no food supplies and only the barest minimum of shelter.

The programs are also geared to the idea that man is a social animal and as much as he needs to know himself, he must also learn about living with others. Therefore, the primary unit of operation in the Outward Bound programs is the "patrol," "watch," or "brigade," composed of eight to twelve students and two instructors. The patrols are a deliberate mix of different racial, ethnic, and socioeconomic backgrounds, and different intellectual and physical capabilities.

Outward Bound has a number of formal and informal arrangements with

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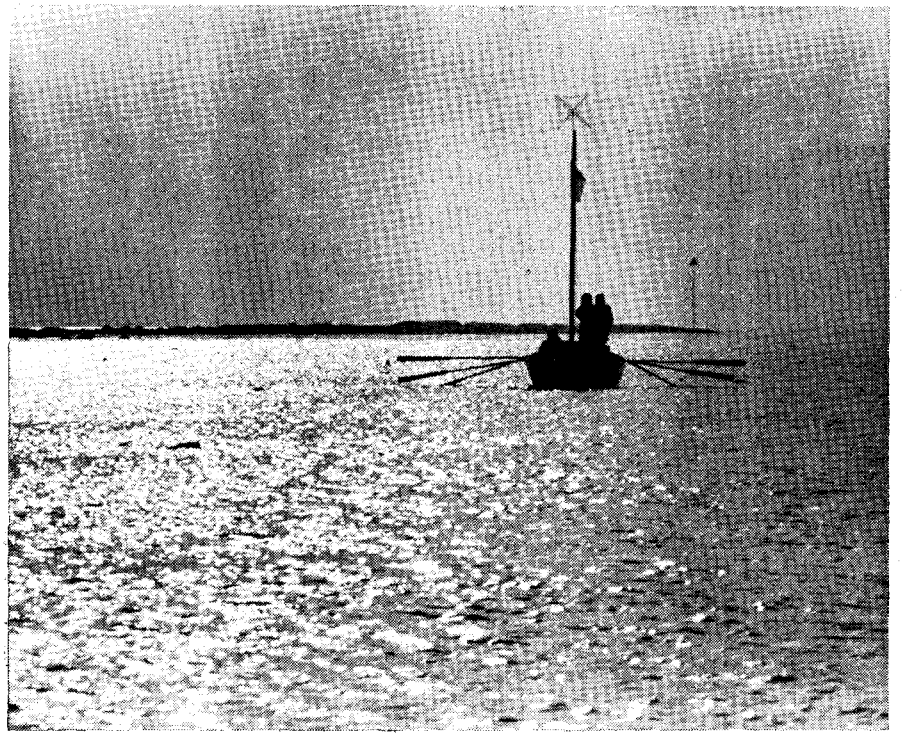
more standard educational programs. Several colleges either have courses modeled on Outward Bound programs or give academic credit to teachers who have taken its courses. More than 100 secondary schools across the nation have Outward Bound-type activity as part of their curriculums, and several schools have sent students to Outward Bound courses with local funds or with grants under the provisions for federal aid to disadvantaged students.

In 1966, two Princeton University psychologists carried out a study to determine the effect of Outward Bound on the attitudes of a group of youths from the slums. They found that compared to a control group, the youngsters in the Outward Bound program "began to develop those attributes of character which act as a foundation for achievement motivation and for mature social participation." Specifically, they found that the Outward Bound youngsters showed a significant change in attitude by seeing themselves as stronger and more active, and generally more positive and less alienated. Another study done in 1967 and designed to determine if the Outward Bound experience was effective in keeping juvenile delinquents out of further trouble with the authorities showed that a year after the experiment only 20 per cent of the youths had been returned to juvenile or adult institutions, about half the expected rate for boys of this age.

The standard education process, today, delays entrance into adult society far beyond the time when a full physical and sexual maturity has been reached. One alternative is to offer the young an opportunity to realize their developing capabilities in a direct confrontation with the forces of nature. In this sense, Outward Bound is an attempt to fill the need William James saw for "vigorous, demanding, stretching experiences to provide the moral equivalent of war, a substitute for violence."



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New Deal For Graduate Education

By JOHN LEAR

THE most successful application of science to the everyday life of America has taken place on the farm. In 1887, Congress authorized the nation's land grant colleges to set up agricultural experiment stations, which today are still educating farmers about crops, cropping practices, and other matters relevant to rural life. Even the social sciences, elsewhere neglected, have had their greatest triumphs in farmers' affairs. Underlying this long history of success is the guarantee of consistent federal-state tax support conveyed by the Morrill Act of 1862, which created the land grant schools.

After eight decades of experience with the agricultural experiment stations, Congress in 1950 established the National Science Foundation (NSF). NSF was intended to be the national bank through which the American people would spend federal tax money for basic scientific research on all fronts. But Congress ignored the fruitful model of the land grant colleges in drawing the charter for the bank. The politicians of science insisted that the bank should make payments not to colleges and universities, but only to individual scientific researchers for individual projects approved by small committees of scientists to which the chosen individuals belonged. The stated justification was that private philanthropic foundations had used this formula for years to stimulate exciting new ideas, and had found it effective.

The land grant college administrators argued that the individual grant system amounted to *buying* appealing scientific ideas on a piecemeal basis rather than *investing* in an educational process that would produce a wide variety of ideas, some predictable and some genuine surprises.

The direct purchase method, it was pointed out, might be efficient as an instrument of selective innovation in times of crisis, but would it be desirable as a continuing guide for the destiny of a great people? To brake what they considered a potentially dangerous runaway, the land grant men proposed that instead of spending all its money on individual projects, NSF should set aside perhaps as much as one-quarter of the funds made available by Congress and invest that money in support of general scientific schooling.

Ever since 1950, NSF has suffered the consequences of ignoring the land grant warning. The universities have fared even worse in their attempts to govern the individual grant method. The current campus rebellions can be traced in large part to slavish adoption of individual grants, which produced these two major effects:

1) Encouraged brilliant minds in scientific laboratories to concentrate on research and dissociate themselves from students;

2) Allowed the military to dominate large areas of university thinking through mission-oriented research projects.

During the last decade, not only NSF but the National Institute of Health and the National Aeronautics and Space Administration have made stabs at correcting the disproportion between individual grants and support for institutions. One of the most astute members of Congress in all those areas where science impinges on public affairs—Representative George P. Miller, of California, chairman of the Committee on Science and Astronautics—three years ago introduced a bill to provide for regular institutional grants. Reform seemed quietly approaching when the NSF governors—their correct collective title is the National Science Board—recently cracked the issue wide open with the first public report the board has ever issued: *Toward a Public Policy for Graduate Education in the Sciences.*

THE report would have benefited from a graceful admission that the agricultural experiment stations pioneered a research method highly pertinent to the society to which they belonged. The continuing blight of the cities, the plight of the poor, and the frustrations of the black man are convincing evidence that the individual grant has not even remotely rivaled the beneficial effect of land grant education on local and regional problems. Yet, the National Science Board labors in this report to perpetuate the illusion that the individual grant is the effective pioneer that must be continued. Since science fathered the initiation of the individual grant, science should be the area in which the extent of individual grants is modified to make way for institutional grants for graduate education.

Once that inherent contradiction is recognized and disposed of, the National Science Board report attains remarkable coherence. Its logic begins with the proposition that many, if not most, of our social sicknesses are due to failure to anticipate the consequences of the scientific and technological revolution that began with Madame Curie's discovery of radioactivity. To correct the failure, society must provide itself with men and women who understand science and technology well enough to refuse to be awed by it.

A few such men and women exist today, but they are exceptionally scarce. As new futures succeed each other with ever accelerating speed, the available supply of brains broadened by interdisciplinary training will be squeezed to an excruciating pitch. A much larger crop of broad-gauge graduate students must be put on the market by American universities and colleges if a complete breakdown in social function is to be avoided.

Fortunately, the graduate crop is already growing faster than any other type of educational product. Unfortunately, there is no indigenous fertilization of the growth, which, during the decade since *Sputnik I*, has been fed at hothouse pace to match the technological exploits of the Russians. America has no national policy of its own for graduate education.

Since adoption of a policy is so obvious an imperative, the only question for debate is what the policy should be. Three guiding principles are advanced. One of them says that graduate students come from every place to school and go from school to every place. The second principle, arising from the first, says that graduate students are thus, by definition, a national resource. The third principle arises from the second and says that national resources are a national treasure.

These three principles do not necessarily add up to a policy that the federal government ought to pay the whole bill for graduate education. The nation is more than the bureaucratic apparatus centered in Washington, D.C. The nation also encompasses fifty states and many cities. All should carry the costs

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and the benefits together. However, the federal treasury is obligated to pick up a significant share of the tab.

Whatever proportion is eventually accepted as the fair federal quota should be spent differently than those federal funds that are spent to support graduate education today. At present, most of the money goes—as was said here earlier—to individual researchers, almost always scientists and most often physical scientists, who build personal empires with so little sense of loyalty to their institutions that the institutions have tended to disregard what should be a university's foremost concern—teaching. In future, the money should all be directed to the central goal of educating and should be split up: some to the universities and colleges as total entities, some to departments as teaching units of universities and colleges, and some to individual researchers.

If the National Science Board recommendations are followed, they will constitute major steps toward satisfying the gripes of campus militants. For the Pentagon exerts its overpowering influence on American intellectual life chiefly through grants to individual faculty members. Grants given under the military rubric tend to be fatter than grants made by other federal government agencies because Congress is willing to spend more for what looks like the defense of the nation than for other purposes. Lowering the percentage of military subsidy going to individuals would, in theory, give the schools a longer and stronger lever with which to counter military thinking with profounder thought. Whether university administrators could forget their own monetary considerations long enough to use the lever is another question. But certainly the lessening of emphasis on individual grants would multiply student opportunities for stimulating tutorial relationships with great campus minds; the rigor of consequent interchanges might go far toward stiffening faculty backbones for pursuit of peace.

It can, and undoubtedly will, be argued that there is nothing really new in the NSF board proposals. Institutional grants of two sorts are already issued by federal agencies, and have been for almost a decade—one sort for centers of excellence, the other for payment of overhead. Nevertheless, in 1966, scientific research grants accounted for $1.2 billion of the $1.67 billion spent by the federal government in support of graduate education.

Merely to redistribute these sums would be an accomplishment. But only Dr. Caryl Haskins, of the Carnegie Institution in Washington, has had the courage to mention publicly how much good might be done for science as well as for society if the reins on research spending were taut for a while; even he did not dwell upon the subject overlong. It is not popular in scientific circles to admit that as the available supply of grant money expands, the quality of research falls. Scientists generally resist the notion that society has a right to grant priorities to experimenters in proportion to the contribution the experiments make to resolution of social problems. Proposals for a Federal Department of Science at the presidential Cabinet level are discouraged largely on that account. Many researchers resent being asked even to explain how they spend public funds.

Given the prevailing context, it is hardly surprising to discover that the NSF board report and all the scientific commentators on it concur in this thought: Redistribution of grants currently available for graduate education is not enough; more money must be added to the kitty. Furthermore, the money must come through multiple sources; it wouldn't do for a strong central funding agency to be in position to say with assurance that one set of experiments would wastefully duplicate another.

How the NSF board intends the added money to be spent is not entirely clear. On the one hand, the report declares that every center of 500,000 or greater population should have facilities for graduate education. On the other hand, the report advises that graduate education facilities be built only on existing strong foundations.

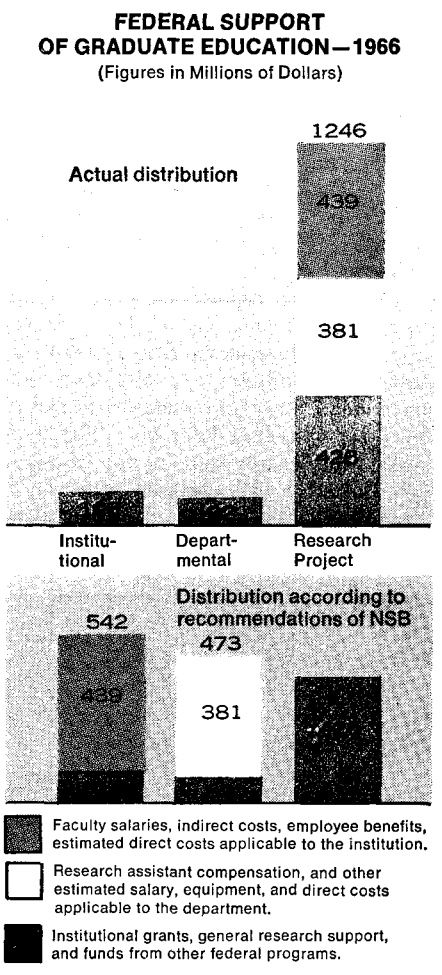
An elaborate formula is suggested for determining which schools should receive institutional grants and which should be passed by. This yardstick will not be easy to apply and cannot be expected to escape some partisan manipulation, especially not while California's Congressman Miller is pressing for broader geographical distribution of research grants of all kinds. More states than ever before are clamoring for a share.

Even more difficult is the problem of appraising the relative value of a department within a school. Departments are made up of men, and sooner or later any analysis of the strength of the group must boil down to the strength of the individuals. But the effort may at least restore some of the recent loss of respect suffered by department heads and deans.

One of the NSF report's admonitions is crystal-clear: University and college administrators must cease adding to their faculties more researchers for the sake of research alone; every research assignment should carry with it some teaching responsibility.

Humanists have voiced reservations about the title of the report, which reads: *Toward a Public Policy for Graduate Education in the Sciences.* They ask whether a public policy for graduate education in the sciences won't inevitably be a continuation of the present practice of allowing the scientific tail to wag the graduate-education dog. The report's text assumes that what is done for the sciences will also be done for the humanities. Dr. Philip Handler, the Duke University biochemist who chaired the board that wrote the report, has assured Congressional auditors of his desire for a policy *for graduate education*—not just a policy for the sciences. Dr. Handler's word carries extraordinary weight because on July 1 he will become president of the National Academy of Sciences.

A politically more powerful advocate of institutional support for all graduate education is Senator Fred Harris of Oklahoma, the Democratic party leader in the Senate, who has joined with eleven other Senators in sponsoring an enabling bill. The bill provides that after 1970 institutional grants will make up 20 per cent of all federal expenditures for academic science—just 5 per cent less than the ratio rejected by the politicians of science in 1950.



The upper chart above shows how funds for graduate education were actually distributed to institutions, departments, and research projects for fiscal year 1966. The lower one indicates the approximate distribution that would have resulted if the policies suggested by the National Science Board had been put into effect.

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Schools Make News

Overhauling Head Start

THE LATEST and largest study of Head Start, released last month by the Nixon Administration, confirmed for educators what they have known for a long time: Head Start youngsters fare no better in the early school years than other disadvantaged children who did not participate in the preschool program.

The study, made by the Westinghouse Learning Corporation and Ohio University, found the year-round programs had only a marginal effect—and even that apparently disappeared after the first few months of regular school—and the summer programs, which enroll the majority of Head Start pupils, were wholly "ineffective in improving cognitive and affective development."

Conscious of the report's political implications, the researchers strongly urged that "these findings not be used as basis for concluding that early childhood remediation programs for the disadvantaged are a waste of time and money." One White House aide remarked: "One of the principal implications of this report is that we really do not know as much as we thought we knew about improving the lives and minds of poor children."

Indeed, the report made no attempt to explore the reasons for Head Start's apparent failure, nor did it rule out two favorite hypotheses: 1) Whatever impact Head Start may make is destroyed by poor schooling later on. (The most recent public advocate of this thesis is Dr. Robert S. Mendelsohn, director of the Head Start medical consultation service run by the American Academy of Pediatrics, who told the House Education and Labor Committee that Head Start benefits were lost in the "deadening atmosphere" of regular school. For his efforts, the AAP asked him to resign.) 2) The age of five or six, the Head Start years, is too late. The child has suffered too much damage from his environment in infancy for remediation to be possible.

—Christa Armstrong (Rapho-Guillumette).

Evaluation of Head Start —too little, too late.

The substance of the report is said to have been known to the Administration for some time and to have influenced plans for a major shift of emphasis from preschoolers to infants. The shift will take place under the new Office of Child Development, which will coordinate all agencies dealing with the health, education, and welfare of the very young. The new office, operated directly under Health, Education and Welfare Secretary Robert H. Finch, will administer a revised Head Start, aiming to reach youngsters from birth to age three, rather than the present average of five to six. Summer programs will be sharply reduced by about 200,000 children, and funds will be used to expand year-round programs to accommodate 50,000 to 60,000 more pupils. Parent and Child Centers, which serve children under three, will be doubled under the new plan, and Follow Through, presently a pilot project to aid Head Start youngsters as they enter school, will be expanded.

The day care centers of the Children's Bureau will also be placed under the new office, and the bureau will probably be dissolved. Significantly, the guidelines for Head Start set by the Office of Economic Opportunity will remain the same: insistence on parent participation, comprehensive services, use of volunteers, and the opportunity for local churches, schools, or community action agencies to sponsor their own programs.

Graduate Decline

A YEAR AGO, when draft deferments for graduate students were ended, the academy darkly predicted a 70 per cent enrollment drop, drastically affecting the graduate-level manpower supply needed by industry, government, and education. This dramatic decline failed to take place last September, but a quieter story has been unfolding almost unnoticed.

Graduate enrollment remained almost static between fall 1967 and fall 1968, according to preliminary data released by the Office of Education's National Center for Educational Statistics. Normally, on the basis of population and enrollment trends, a rise of 10 per cent or more could have been expected. This means that approximately 20,000 persons who might have been expected to be full-time graduate and professional students were missing from college campuses.

The number of full-time male students in their first year of graduate and professional study declined 5 per cent between 1967 and 1968. Any enrollment increases were due to the substantial rise in the number of women enrolled full-time in all fields. Only medicine, which is still draft-exempt, showed a substantial increase of first-year men students.

Prep Schools Go Coed

THE TRENDS of the times slip swiftly from college campuses to secondary schools. As Yale and Princeton accept their first women undergraduates this spring, separate private schools for boys and girls across the country are talking of coeducation, coordination, and even merger.

The most noted of these developments is the plan of Rosemary Hall, the prominent girls' school in Greenwich, Connecticut, to move its campus alongside Choate School for boys in Wallingford, Connecticut. But Rosemary Hall is only one of many. Loomis School for boys in Windsor, Connecticut, will move its sister school, Chaffee, alongside its campus by 1970. While maintaining separate identities—separate headmaster and headmistress, separate administrations and admissions policies—they will share a large number of facilities such as the library, dining hall, and theater. The two upper classes will be totally integrated.

Taft School for boys in Watertown, Connecticut, has established coordinate classes with Westover and St. Margaret's, schools for girls, especially in special subjects such as advanced Russian, which none of the schools could have maintained alone. Phillips Andover Academy is talking of coordination with Abbot Academy for girls, and Phillips Exeter Academy is considering going coeducational.

In Minneapolis, the boards of trustees at Summit School for girls and St. Paul's Academy for boys have merged and plan to establish a single campus within three years. In Denver, Kent School for girls joined the Denver Country Day School for boys on a new campus last fall in a "coordinate" arrangement—sharing such facilities as the library and gymnasium, while keeping administrations and identities separate. Numerous other schools are "exploring closer working relationships." For example, Baldwin School for girls and Haverford, in Philadelphia, are talking, as are The Gunnery School for boys and Wykeham Rise in Connecticut, and the Annie Wright

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Seminary and Charles Wright Academy in Tacoma, Washington.

The varieties of arrangements are as numerous as the schools. The motivating factor may as frequently be economics as it is education. Shared facilities cut expenses, and shared classes enable schools to offer courses that none could sustain alone. The secondary schools, like the colleges, are yielding to the demands of the times. Increasingly, the best students, boys and girls, are seeking coeducational schools and colleges, and the Victorian rationale for separate education that blossomed at the turn of the century no longer seems adequate to meet the needs of the 1970s.

Ivy League: Color It Blacker

THE SMOKE of confrontation had not yet cleared from the Harvard and Cornell campuses when the Ivy League and the Seven Sister women's colleges announced that they have accepted for next year the highest number of Negro freshmen in their histories.

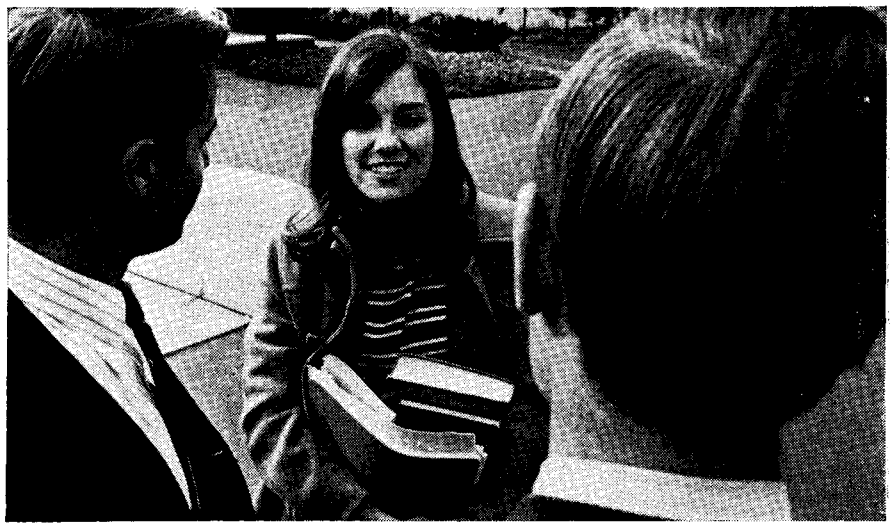
The most substantial increase occurred in the women's colleges, which had lagged behind the men's. If all those accepted enroll, the overall freshman class at the Seven Sisters will be more than 13 per cent black. The final percentage will probably be lower, however, since many probably applied to more than one college.

The colleges attributed the dramatic rise of non-white enrollments to intensive recruitment drives, frequently aided by black students already attending. In the Ivy League, Brown University reported the greatest number of Negro applicants—about 700 of a 6,368 total. Officials felt the high number was due to recruiting efforts and to publicity surrounding a demonstration by Negro students last winter. The university then pledged to increase Negro enrollments significantly.

Brown accepted about 140 of the black applicants—out of a total of 1,350 acceptances. Negro acceptances also averaged about 10 per cent of total acceptances at the other institutions.

Guidelines Holding, but Insecure

UNCERTAINTY still hangs over the guidelines for school desegregation. On certain fronts HEW appears to be moving vigorously. Last month, for example, Secretary Finch took steps to cut off federal aid to two Georgia school districts and one in Mississippi that maintain all-white and all-Negro schools. Furthermore, the Office of Education has threatened the Ferndale, Michigan, school system with a cutoff unless it desegregates an all-Negro school—the first such action against a Northern district.



—*Loomis School.*

Chaffee girl at Loomis—farewell to the old school tie.

Secretary Finch has pledged publicly to maintain the present guidelines, despite pressures on the Administration from Southern Senators—notably Strom Thurmond of South Carolina. However, President Nixon named Robert C. Mardian HEW general counsel, despite criticism that Mardian is sympathetic to softer guidelines and that his new position virtually gives him legal control of their implementation. Furthermore, funds were ordered restored to Columbia, South Carolina, schools last month when a federal hearing examiner upheld Columbia's modified freedom-of-choice desegregation plan. Freedom-of-choice plans are generally considered inadequate to meet the HEW guidelines.

Notes

ESKIMO LEADERS in Alaska told a visiting subcommittee headed by Senator Edward M. Kennedy that schools run for them by the Bureau of Indian Affairs are doing an inadequate, unimaginative job. They asked for bilingual teachers to teach their children English; regional high schools so youngsters do not have to travel to boarding schools in Oregon and Oklahoma for schooling past the eighth grade; and help with health, housing, and jobs so an educated Eskimo will have some incentive to return to his home and help his people. . . .

This month, Princeton University juniors and seniors, together with alumni of the last two graduating classes, will elect a current senior to the university's board of trustees. Nominations can be made only by seniors, and each candidate must present a petition signed by at least twenty-five seniors. This will be the standard method for choosing one special trustee each year for a four-year term. As an exception this year, a second special trustee will be elected from the class of 1968. The thirty-eight-member board of trustees will thus include four members of approximately college age in any year after 1971. . . .

Despite efforts of vocational educators and the Office of Economic Opportunity officials, President Nixon has cut the Job Corps budget and ordered the closing of fifty-seven centers. . . . Mississippi had the greatest rise in teacher pay of any state this school year, according to the National Education Association, but it still ranks last in the nation. . . .

A study commissioned by the Ford Foundation declares that colleges and universities can legally be more aggressive, and therefore should be, in their investment of endowment funds. The study's conclusions open the way for institutions to shift their funds, amounting to hundreds of millions of dollars, into growth stocks from the more conservative stocks and bonds now favored.

—B. B. S.

THREE RECENT guides and catalogues may be useful to classroom teachers:

Integrated School Books, prepared by the NAACP (1790 Broadway, New York, N.Y. 10019), is a descriptive bibliography of 399 preschool and elementary school texts and storybooks.

Teachers Guides to Television, published by Teachers Guides to Television, Inc. (P.O. Box 564, Lenox Hill Station, New York, N.Y. 10021), provides instructional material for teachers in the form of guides to fourteen programs of outstanding educational value each semester.

Discovery in Film, edited by Robert Heyer, S. J. and Anthony Meyer, S. J. (Association Press, 291 Broadway, New York, N.Y.), provides descriptions of short non-feature films, most of which have won major awards, discusses their uses for educational purposes, and tells where and how to order them. Although part of the Catholic series "Discovery," the book should prove useful to any teacher of English, history, social sciences, or the arts.

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A View from the Campus

Paul Woodring

The Widening Gap Between Town and Gown

THE PUBLIC'S GROWING impatience with campus disorder is widening the gap that has always existed between the academic world and the larger community around it. The almost daily accounts, not only of noisy demonstrations that make dialogue impossible, but also of building take-overs that deny other students and faculty the right to enter their own classrooms and offices, coupled with the occasional looting of files and holding of hostages, has convinced a large segment of the public that the campus is in a state of disorder, that college administrators are impotent, and that outside intervention is necessary. The threat is far more grave than most academic men seem willing to concede, because higher education cannot survive and flourish in a society such as ours without a solid base of public support, moral as well as financial.

The explanations for the unrest and the justifications for violence, offered by some members of the academic community, have not convinced the general public that colleges must tolerate behavior that would be considered criminal elsewhere. Bills have been introduced into a number of state legislatures to curb campus disorder and to punish those responsible for it. Though many of the proposed laws appear to be unenforceable, and some may be unconstitutional, the fact that they are proposed, and have widespread public support, is evidence that neither legislatures nor the general public will tolerate continued disruption of the educational activities of higher institutions. If the academic community will not govern itself, someone else is likely to move in and undertake the task with results that could prove disastrous to higher learning.

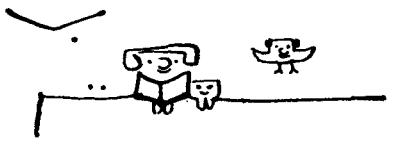
The potential loss of financial support is equally serious. Seventy per cent of all students now attend colleges or universities which receive all or most of their support from taxation. Taxpayers throughout the nation are looking for ways of reducing the burden upon them, and, when they learn that some of this money is being used to support students who hold administrators hostage or destroy property, they see an excellent place to start cutting expenses. Most educators have opposed the efforts of Congress and the state legislatures to withhold scholarship and loan funds from students who engage in illegal activities, on the ground that such action would discriminate against poor students without imposing comparable penalties on those from wealthier families, but this reason for opposition is not persuasive to the average taxpayer who is certain that he does not want any part of his taxes used for the support of those students whose announced aim is not to get an education but rather to overthrow "the Establishment."

The nonpublic institutions are not immune from the threat because every university or college is in some sense a public trust. Those that call themselves private enjoy tax exemption, and they receive substantial sums in one form or another from the federal government. Some also receive state aid. And the loss of public confidence is almost certain to reduce the income from private donors who are members of the Establishment that militant students are so eager to destroy.

Those who live within the academic community are prone to feel that the public is overreacting; it is true that the impression that violence is widespread reflects the selective nature of news. The fact that violence has erupted on 100 or possibly as many as 200 campuses is news to which editors and reporters feel they must give headline attention. The fact that 2,000 other campuses remain comparatively peaceful is not news and hence is easily overlooked. It is true that almost every campus in the nation has been the scene of marches and peaceful protests of one kind or another, but so long as these do not interfere with the rights of others they are accepted within the academic community as legitimate expressions of concern for and awareness of human and social problems.

Although only a very small percentage of the 6,000,000 students in college today have ever engaged in violent activities, the fact remains that campus disorders which go beyond the legal limits and pose threats to higher education have been expanding steadily since Berkeley came to national attention in 1964. The nation cannot be expected to ignore them or accept them.

If public confidence in higher education is to be restored, and better understanding between town and gown is to be established, it will be necessary for both groups to make a clear distinction between legal protest movements engaged in by idealistic students motivated by a desire to improve the human condition, and violent action which denies the rights of others and is motivated by a desire to close down the institution. Once this distinction is made, the legitimate grievances of students can be redressed without any help from lawmakers or the police. Already changes are being made. The parietal rules of the university are rapidly disappearing, and the curriculum is being revised. It will take longer to persuade the research-oriented faculty to give proper attention to undergraduate teaching, but revolution isn't necessary.



Improvements in higher education will not bring peace to the campus, however, because some of the major sources of student unrest lie outside the college walls. No college or university, by itself, can terminate the conflict in Vietnam or end the draft. When students respond to such problems by attacking the university and occupying buildings, the administrator has no real alternative to calling for outside assistance if he is to protect the right of other students to learn and the rights of the faculty to teach and to conduct research. A university can govern itself only so long as all members of the community rely on dialogue and reason. The campus police force is never adequate to deal with mass action and brute force.

Even when the need for counterforce becomes apparent, most college presidents are reluctant to call for outside help because they do not want the police on the campus and do not want the courts to make institutional policy. They keep hoping that some peaceful solution can be found. President Abram of Brandeis University, who refused to call in the police when sixty-five militant students took control of Ford Hall for eleven days in January, explained his decision this way: "If you bring in the police, even those who urged you to do it will afterward say that you did it too soon, or too late, that you used too much force or not enough force. He who brings in the police will be without a friend."

It is true that when a university president calls upon the police, as President Pusey of Harvard did last month, and as several other presidents have done in the past year, he must expect to lose friends among both students and faculty. But the desire to make and keep friends cannot be the primary motive of an administrator. His job is to keep the institution open and running. If he fails to do that he may have friends but no institution.

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Everybody Wants In

***Overlive: Power, Poverty, and the University,** by William M. Birenbaum (Delacorte Press, 195 pp., $4.95), finds that neither the modern city nor the university fulfills its promises of pluralism, mobility, and choice, but have become static, segregated islands producing angry, alienated populations. Charles Calitri is a novelist and professor of education at Hofstra University.*

By CHARLES J. CALITRI

OVERLIVE means that we have more than enough for everyone but not everyone gets his share. It's as simple as that. And Dr. Birenbaum in his powerful little book, *Overlive,* includes among the produce of this country *the feeling of success in it.* People who have it know that they have choices available to them. People who don't, have no choices. Most of the people of the country's ghettos know that they are powerless, and, like cattle, the forces of our society are more and more corralling them in the centers of the cities.

But more and more, stimulated by the words, noises, and pictures of the mass media, they want an end to their alienation. They want *in,* and it is Birenbaum's thesis that being *in* does not mean food and services, housing and handouts. It means sharing in the decisions and the processes through which these *things* become available.

Moving through his series of paradoxes, Birenbaum demonstrates that cities have become anti-cities:

> The very essence of "city" is the promise of a redistribution of power. . . . The dynamics of "city" is the ongoing process of redistribution. . . . The contemporary urban ghetto is anti-city. The ghetto is a static island in the sea of urban change. In it, segregation by race and economic status precludes variety, an abundance of alternatives, an effective choice. There is no place to go within the ghetto. The chances of getting out are slim. There is no mobility. But there is "hustle" and conflict.

Recognizing the injustices surrounding the lives of the "anti-city" dweller, those in positions of power invented poverty programs, social-welfare activities, and university-connected projects. But these approaches cannot succeed because of the basic assumption which brought them into being: "the powerless can never really alter the condition of their own community." As a result, Birenbaum points out, "Not only are the power packages brought into the ghetto too small, but the power in them is prepackaged. The decisions about what goes into the package are made outside the ghetto." What better way is there to tell the powerless that the powerful are not about to share what they have for living, only what is left for "overliving."

The second section of the book deals with another paradox. The university campus which is city-like in its purposes, promising freedom of choice through knowledge, is in reality anti-city; first, in that it separates itself into an enclave, much like a ghetto—its campus roped off from the world or parked "outside of town"; and second, because it limits the choices of its inhabitants and excludes great numbers of them from exercising power in decision-making. It also develops systems of segregation. And the nut of Birenbaum's parallel is here. That the city and the campus do segregate. The blacks, the browns are in large numbers among the poor and powerless. Students and faculty, separated from one another except in classes, are the powerless in the ghetto-campus. And the major institutions of campus existence are direct denials of natural life.

"At best," Birenbaum says, "a good dormitory is a high-class barracks—an arrangement of living patterns closely akin to the housing of low-rank military personnel or suburban housing projects, but lacking some of the niceties and safety valves of either."

Students and teachers eat in different places . . . the young are herded with the young. Students and teachers use different bathrooms and have access to different resources in the libraries. And of course, in many places the administrators are apart from and above it all.

The reason for juxtaposing city/anti-city with university/anti-university is not frivolous. The very existence of both depends upon the intermingling of enclaves, the breaking down of barriers between community and the university which is housed in or near it. The hunger of the individual for the right to make his own choices, to determine for himself the direction and the movement of his own life, has been turned into an ache because education and communication have managed to awaken the brain to the possibility of achieving satisfaction. That is perhaps the most important reason for unrest in both ghettos, regardless of how that unrest is expressed. Brutally put—Birenbaum does not say this but I infer it—the very technology which made possible a society which could say to a large percentage of its people, "We don't need your help. We'll pay you to stay out of it," has also made dreams available. The very education which consciously or unconsciously prepared large numbers of students to continue as failures, unfortunately prepared some of those people to be leaders with conscience. And now the "redistribution of power"—of which Birenbaum does talk—must occur if we are to survive without the violence of continued confrontations between those who "want in" and those who command the clichés and weapons of "law and order" to keep them out.

The last portion of Birenbaum's book deals with "renewal." We must get away from what we are now.

> The urban "campus community" is sterile and make-believe. At best, it is like a nine-to-five place of work . . . like an office or a store. Student government is tokenism. Faculty government is increasingly unionism. Residence halls are (uncoeducational) hotels. The conduct of management, not the conduct of learning, is the issue of the day.

We must make the campus and the city places where people do share in the vital decisions affecting their lives. We must bring about the inter-involvement of universities and their people on and off the campus. We must provide for more than the education of the "middle-class white," not only by admitting the alienated, but by bringing our educational practices closer to the realities of life, by bringing the lofty academic "world of ideas" back to the surface of earth.

Overlive is an angry book, although Birenbaum does not write like an angry man. He is convincing, sincere, and rational. He is a mirror for those of us willing to look and a telescope for those of us willing to see. His book tells us what we are and where we ought to go in order to be what we ought to be.

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The Revolution Biz

The Strawberry Statement: Notes of a College Revolutionary, *by James Simon Kunen (Random House, 151 pp., $4.95), sketches an insider's view of Columbia University's 1968 student crisis and gives an insight into the whys of today's volatile campus dissent. Henry S. Resnik is a free-lance journalist and teacher. His book on change in the Philadelphia public school system will be published in the fall by Pantheon.*

By HENRY S. RESNIK

IN THE SPRING and fall of 1968, nineteen-year-old James Simon Kunen was an undergraduate at Columbia College and a major participant in the political action that shattered the university and also forced a debate about the entire structure of American society. Strongly sympathetic to the goals of Columbia SDS, Kunen was even among the select few who occupied the office of university President Grayson Kirk. One thing led to another: Kunen wrote articles about Columbia for *New York* magazine, at first under a pseudonym, then openly; he went on radio and TV; finally, he became a more or less full-time revolutionary journalist writing a book about being a revolutionary journalist. *The Strawberry Statement* beautifully shows that being where-it's-at just about all the time can amount to a hell of an exciting education.

Liberals and moderates in major establishments throughout the country are going to like James Kunen and his book, for he is quite the antithesis of the obscenity-spouting revolutionary they are used to hearing about. Kunen is remarkably sane, level-headed, perceptive, thoughtful, and—somehow it is palpable in his book—clean. A contemporary Holden Caulfield, with strong overtones of Huck Finn, he was pretty much minding his own business, rowing crew with the jocks, and wondering about all the big questions of life as only a sensitive, literate graduate of Andover can, when the Columbia crisis erupted. Then suddenly a new kind of pop hero emerged from the din—Holden and Huck could link arms with Mark Rudd and march bravely into the uncertain future, at least confident of an audience. Kunen had found his moment, his medium, and an effective identity; he gave up crew after a while (he had left Kirk's office to attend practice one day) and began to spend a good deal of his time at political meetings, but he stayed clean. He even worked for McCarthy.

Like so many well informed college students today, Kunen cannot abide the injustices of American society. He is against the Vietnam war, racism, poverty, the destruction of the natural environment, and all the lesser evils perpetuated by a vast and brutal imbalance of power. It would be a mistake to base observations about his "generation" on this book, but he, for one, is willing to accept the American system if it can only show a sign of humanity. It is because of this willingness to accept change within the system that the liberals and moderates will find him such a tremendously appealing fantasy-archetype. Insisting throughout the book that he is opposed to violence, proving with his very style that he prefers rationality to ranting, Kunen will give hope to those who fear that an entire generation has lost its mind.

This is not to say, however, that Kunen doesn't support his convictions with action. He has a kind of cold-blooded fearlessness—spontaneous and unthinking, in contrast with his usual attitude of reflection—that the most ardent revolutionaries could well admire. Leaping to attack the hated fence that separates the Columbia gym from Morningside Park, dashing through barricades of angry jocks, or resisting the assaults of the Tactical Police Force, New York's special riot detachment, Kunen is as resolutely determined as the most uncouth of his confreres. There is something almost frightening, in fact, about his ability to join the action without a moment's thought. ("I am not privy to the secrets of my mind," he writes, recalling a peace demonstration in Times Square, "but for some reason at this particular juncture I was not afraid and jumped into the fray.") These actions may represent the vision of McLuhan in full flower—a sort of lust for participation—and in this respect the Kunen-archetype is anything but reassuring; thousands of James Kunens out for an afternoon's involvement could touch off a series of incredible disasters, their good intentions notwithstanding. But Kunen's occasional penchant for violence is sharply muted by the general tone of the book.

Kunen describes the wild factionalism of an SDS meeting, for example, with such clarity and objectivity that the result is flat, ironic distance. He continually discovers, pursuing his role of journalist-covering-the-revolution, that he *likes* his enemies when he confronts them for probing interviews. He is unconvinced that any of his fellow revolutionaries have come up with a workable program for social change, and in presenting a wide range of viewpoints, he blunts the case for any of them. Kunen is for revolution, all right, but although he is no more able than any other commentator to make sense of the incessant revolutionary babble, he will not accept a program of mindless destruction.

Moreover, the book is laced with a dry wit and humor that would have done Huck and Holden proud. During a phone call to his mother, for example:

> For ten minutes we exchange mother-talk and revolutionary rhetoric. She points out that neither Gandhi nor Thoreau would have asked for amnesty. I admit I haven't read them. But Gandhi had no Gandhi to read and Thoreau hadn't read Thoreau. They had to reach their own conclusions and so will I.

Or commenting on the significance of long hair:

> But as for bad vibrations emanating from my follicles, I say great. I want the cops to sneer and the old ladies swear and the businessmen worry. I want everyone to see me and say "There goes an enemy of the state," because that's where I'm at, as we say in the Revolution biz.

This superabundance of clever charm finally makes Kunen's revolutionary activities seem like just so much fun and games; one begins to wonder if even he knows the difference.

In truth, Kunen does not have his heart in revolution, however daring his revolutionary gestures. He is bitter, frustrated, and morally outraged, but the most pervasive evils of American society are too big and too boring for him. Once the action is over at Columbia and the basic points have been made, *The Strawberry Statement* bogs down in repetitive diatribes against such mundane inevitabilities as advertising, cigarette manufacturers, the hypocrisy of organized religion, and the teen-music business. Kunen pretends to know the reality of social injustice and bloodshed, but finally such statements as "When I see statistics I practically throw up" and "Wars are silly," seem the merest collegiate palaver.

Like so many of the middle-class activists, Kunen simply cannot work up enough anger to get himself past his comfortable moderation. Realizing this, he even singles out a passage at one point for a savage outburst filled with obscenities, prefacing it with, "Reading over the book I fear I'm giving the impression that I'm hanging loose and be-

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mused and don't overly care about anything. Well, how's this. . . . " But when the anger does emerge, in this book at least, it's unconvincing.

One of the most incisive passages in *The Strawberry Statement* clearly indicates why those who agree with James Kunen will be much more willing to accept the patterns of history than to create them. Striking up a conversation with a perceptive girl in a restaurant one morning, Kunen gets to discussing the future and finally concludes: "We're the bridge generation. . . . We're the product of all the past and we'll determine all the future. . . . It's exciting. It's a challenge. It's up to us to keep future people human, assuming that's desirable." Here Kunen's usual irresolution vanishes; *The Strawberry Statement*, with its constant explanation of what "we youth" think about and its sophisticated, aloof coverage of the campus scene, resolves itself into a document addressed mainly to that older generation which could not possibly experience what it is like to be a college student in 1968 at firsthand. It is an attempt to explain where the "college generation" is "at," in the author's view, and in so doing to bridge chasms everywhere. More than a revolutionary outcry and a threat of violence to come, *The Strawberry Statement* is a desperate plea that the last vestiges of humanity be salvaged from a disintegrating society, that the generations and races live together in peace and harmony—but the plea cannot be made without the defensive snicker of one too often disillusioned: " . . . assuming that's desirable."

The source of the book's title—the public utterance of a Columbia dean in the early stages of the crisis—suggests why there is so little optimism:

> "A university is definitely not a democratic institution," Professor Deane began. "When decisions begin to be made democratically around here, I will not be here any longer."
>
> Commenting on the importance of student opinion to the administration, Professor Deane declared, "Whether students vote 'yes' or 'no' on an issue is like telling me they like strawberries."

In the light of such attitudes—no doubt prevalent in high places, though rarely presented so unequivocally—a single individual's struggle for human dignity in a mass society that is just beginning to meet its practical and moral needs can only move us. There is something awful and sad about Kunen's last words on the matter, but they are a tacit admission of how little choice, how little power, he really has: "Since the First Republic of the United States is one hundred ninety-two years old and I am nineteen," he writes, "I will give it one more chance."

Education Letters

Continued from page 68

curs when ill-informed persons rap, in general, all educators and education, leaving a bad taste in the mouth of the taxpayer who, if approached more sensibly, *might* foot the bill to implement the improvements and experiments to do a better job.

I suggest that Mr. Cass climb down from his perch high in the air of lofty generalizations and join the fray by spending a year or two teaching, and then I'll accept his criticism because then and only then will he know about the problems of education. Who knows—he might get lucky and even have a solution to some of the simpler ones.

WILLIAM R. JOHNSON,
Dean of Students,
Glenbard West High School,
Glen Ellyn, Ill.

Money

I WOULD CERTAINLY have to agree with David K. Cohen, in his article "The Economics of Inequality" [*SR*, Apr. 19], that there is a great deal of room for improvement in the present system used by most states to finance their educational systems. Indeed, there can be no equality of educational opportunity until these states are willing to take the power to levy taxes and finance schools away from the local school districts and place this control with the state departments of education.

However, I was startled (there is no other word for my reaction) at the outdated information that Mr. Cohen used to prove his position. Although his point about school finance in Michigan is well taken, *for 1964*, he failed to make note of the fact that in 1965 the school-aid formula was revised to accommodate differences in property valuations, and that in 1968 the formula was further revised to include a special section, No. 3, which was designed primarily to extend additional aid to our large urban areas.

A sampling of 1967-68 figures for the city of Detroit and four surrounding suburbs would show that the city received an average of $264.20 per pupil from the state in direct aid as opposed to $136.41 in Dearborn, $124.72 in Hamtramck, $226.04 in Birmingham, and $368.10 in Hazel Park. These figures by no means place Detroit at the top of the scale, yet it is readily apparent that the state of Michigan has taken considerable steps toward correcting the inequalities which exist.

MARYKAY SCULLION,
Administrative Assistant to Speaker,
Michigan House of Representatives,
Lansing, Mich.

B Follows A, Right?

LESLIE A. HART'S article "Learning at Random" [*SR*, Apr. 19] is such an appalling article that I can scarcely believe it was printed for any purpose except to get a "rise" out of the reader. Anyone with any brains knows that most things can best be learned if presented in an organized way. Sometimes from the simple to the complex, sometimes from the known to the unknown, sometimes in chronological order, but in some sort of sequence. Children may learn to walk and play baseball in a random way, but no one ever learned any really "hideously complicated" sport (say, gymnastics or professional football), let alone mastered any academic subject such as algebra or history, without some organization and sequence. And there would hardly be an educated person in the world today if students were not "sufficiently alike to permit (reasonably) uniform teaching in (mostly) fixed groups."

MRS. RICHARD H. WILDE,
Long Beach, Calif.

RANDOM LEARNING—yes—beautiful! Abolish the classroom and its limitations! Fine! But a change like this must come from the top, and never has an institution abolished itself. As a teacher, I thank Leslie A. Hart for his clear outline of sequential learning vs. random learning, but what am I to do? Considering that I and my students are forced to work within the structure, since the child has to move on to another "grade," it seems that an amount of sequential teaching is necessary.

On the brighter side, some of the improved approaches of recent years (programed learning in the form of SRA Labs, more readily available audio-visual equipment, small self-directed groups) are helping the children learn and move forth on their own, despite the sequential teaching I am forced to do.

JULIE SMITH,
Houston, Tex.

Teachers Strike, 1968

HONESTY SHOULD have demanded that Dr. Marilyn Gittell, in her review of Martin Mayer's *The Teachers Strike, New York, 1968* [*SR*, March 15], admit the complexity involved in decentralizing the huge New York City school system; admit that McGeorge Bundy had a plan which the UFT opposed; that Mayor Lindsay developed his own plan which was quite different; that the Board of Regents developed a still different plan; and that the UFT, far from opposing decentralization, merely opposed the above plans and submitted one of its own.

But beyond Dr. Gittell's inconsistencies, her basic argument is that there is a war between those who seek "institutional change" and those "who resist change to protect their interest in the system." In other words, there are the good guys and the bad guys, and if the good guys commit atrocities in the advancement of their cause, then we need only place these in the proper historic perspective to justify them. Many forms of injustice and tyranny have been excused and tolerated by this line of thought. For myself, I would seriously question the ultimate rightness of any movement for change and progress which cannot achieve success without trampling on due process, academic freedom, and the right of employees to engage in dissent and free criticism.

ALBERT SHANKER,
President, United Federation of Teachers,
New York, N.Y.

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IQ

Continued from page 75

produces logical fallacies: first, he criticizes and compares the results of IQ tests; next, given differences, he sorts out the environmental and genetic factors; then he minimizes the influence of the milieu, analyzes the remainder in terms of biological implications, and finally compares two ethnic groups and ascribes their differences to genetic factors.

Although Jensen's methodology may have its merits, the problem is that the point of departure is wrong. To decide whether compensatory and other educational programs are failures is an important and responsible act. But, to base a judgment on IQ gains or lack of gains is questionable. Of course, one must have a way to judge such programs. But to decide that the IQ gains are so small that they do not justify the amount of money poured into such educational enterprises, can give people the impression that psychologists and educators know what they are talking about concerning processes of learning. In reality, many factors make it difficult to assess success and failure in educational programs. Of course, any program must be globally appraised and must work for a reasonably large number of children. But one of the problems of education is that very little is known about the underlying processes of learning. *Futhermore, pedagogy provides generalized techniques for what must be individualized teaching.* Not much is known about how the child grasps and achieves important notions such as conservation, seriation, number, movement, mass, motion, measure, speed, time, and logical categories. This is true regardless of race, color, or creed. Judging educational programs in terms of IQ does not settle the learning problem. On the contrary, psychologists who place their confidence in IQ tests tend to forget the real issue, which is the critical problem of how the child learns.

The tragedy of education lies in the fact that we are still lacking knowledge about learning processes. This situation should make us modest, and we should accept the fact that the nature of cognitive learning remains an open question for experimental and developmental psychology.

One of the major aims in education is to create openness to cognitive contradictions. One does not learn without confusion. One does not learn without feeling some discrepancy between the actual outlook and an imaginable one. One of the major conditions for cognitive development is the resolution of conflicts which leads to adaptation. Therefore, when Jensen states that we should let those who cannot attain his second level of intellectual functioning develop their capabilities within the limitations of his Level I, his position is a dangerous one strictly on cognitive grounds. It prescribes a limitation on experience for the four- or five-year-old who already has an egocentric view of his world. If learning is to take place in the often confusing circumstances of childhood, then the purpose of teaching is precisely to exploit such circumstances, not to limit them.

Briefly stated, the process of cognitive development in logico-mathematical knowledge is a gradual structuring from inside the child rather than a generalization from repeated external events. Dr. C. Kamii from the Ypsilanti Public Schools makes the point relative to her experience in teaching, following Piaget's model, that if we really want children to learn it is the *process* of interacting with the environment which must be emphasized rather than a specific response already decided upon by the teacher. This idea of process is never considered in Jensen's approach to the problem, either in his theoretical position or in his pedagogical evaluation. In Piaget's conception of process, the idea of emphasizing logical conflicts is naturally involved. Jensen's view of process excludes it.

A primary role of the teacher is to be

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able to follow the process and to provide creative conflicts at appropriate moments. In the long run, the imposition of rules is a less efficient way to teach than influencing the development of underlying cognitive processes that will eventually enable the child to construct his own rules, which will square with physical reality. Thus, teaching must provide methods whereby the child can make his own discoveries. As stated by the Harvard psychologist, Dr. Lawrence Kohlberg, the cognitive developmental view of teaching aims at building broad, irreversible structures rather than the achievement of immediate gains which may be short-term. Immediate gains, and very specific abilities, measured through IQ increments seem to be the only concern of Jensen. But as Piaget states: "The goal in education is not to increase the amount of knowledge, but to create possibilities for a child to invent and discover. . . . When we teach too fast, we keep the child from inventing and discovering himself. Teaching means creating situations where structures can be discovered; it does not mean transmitting structures which may be assimilated at nothing other than a verbal level."

The whole creative aspect of learning and teaching is completely lost in Jensen's point of view. The child is reduced to a ratio. The teaching act becomes a mechanical adjustment of narrowly identified capacities to severely limited learning goals. Education must be more generous than this.

WIT TWISTER #112

By ARTHUR SWAN

The object of the game is to complete the poem by thinking of one word whose letters, when rearranged, will yield the appropriate word for each series of blanks. Each dash within a blank corresponds to a letter of the word.

She — — — — — — — — in and
gluts on creams,
Then — — — — — — — — — homeward, lost in dreams.
It's wrong to — — — — — — — —
dreams like that
In binding rolls of loathsome fat!

(*Answer on page* 92)

Philadelphia

Continued from page 72

"planning, programing, budgeting" system, a managerial technique under which the costs of general programs, such as elementary education, are tabulated in a way that facilitates the determination of priorities and gives the administration greater flexibility in allocating resources.

With new procedures being put into effect by new men at the second and third levels of authority, the board soon realized that it needed a new man at the top to match its own vision and style, and by mutual agreement, it was decided that C. Taylor Whittier, the superintendent whom the board had inherited, was not the man. In September 1967, he was succeeded by Dr. Shedd, the former superintendent of schools in Englewood, New Jersey, which had a school system with a total enrollment of less than that of some of Philadelphia's high schools.

Having Shedd as superintendent of the Philadelphia public school system is a bit like having a socialist as the president of General Motors; he is doing things that are so different they seem antithetical to the very idea of public education. It is not just that Shedd has chosen to build his constituency in the

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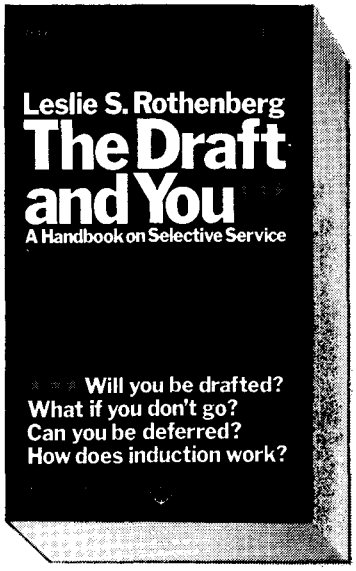
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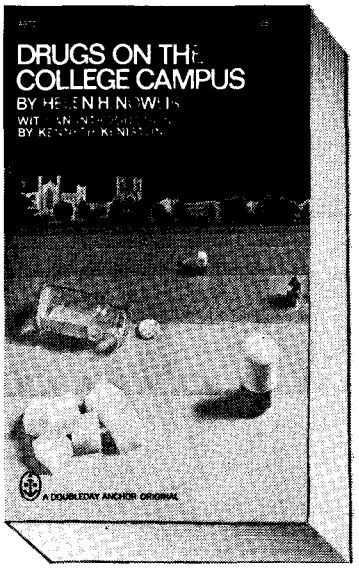

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black community rather than among his professional staff and white middle-class parents, nor is it his use of confrontation and tension, nor even is it his abrasive style, aloof manner, or unconcern with tradition. Shedd is a gambler who has put his money where his convictions are. His conversations and speeches are marked by the explanation, "I don't know if it will work, but we've got to take the chance," and the reason the chance must be taken is that he believes leaders have an obligation to act, not soothe injured feelings. If one accepts the Kerner Report, the Coleman Report, and the facts that hit you in the face, Shedd feels, there is no choice for those charged with promoting the commonweal but to accept the high risks necessary for *any* gain.

Although Dilworth and the forty-two-year-old Shedd are separated in age by a generation, there is practically no gap in their thinking. If Dilworth is, as he has been tagged by his critics, "the pied piper of anarchy," then Shedd is his drum major. The public sees them as a father and son team (they even alternate fielding questions on a Sunday morning radio program), and if this situation has its benefits—such as those few instances during a board of education meeting when Dilworth has to pound the table and say, "We brought this man in and we've got to support him"—it also creates a sense of conspiracy among the school professionals and the public who feel they are being manipulated like serfs by a divine right king and his minister.

Shedd's own belief in the efficacy of bringing talent in from outside the system and his practice of surrounding himself with an "Ivy Mafia," have produced more than a "We—They" split among the staff. Apprehension is pervasive in Philadelphia, not just because 381 administrators one day found that their jobs had been eliminated on the pretext of belt-tightening and that they had a choice of either early retirement or lower-paying jobs, but also because Shedd has paid heed primarily to the grievances of the black community. It was not because the principals felt that Jimmy Hoffa was a great educator that this winter they tried to find some muscle of their own by threatening to join the Teamsters Union. Even before Shedd took office officially the signs were clear; he met almost continually with gang members, black militants, and parents and began championing their demands before he deigned to address the principals or central headquarters staff.

There are some very real and practical reasons for this tactic, however. Since 1930, Philadelphia's population has hovered at the 2,000,000 figure, but the proportion of Negroes has increased from 11 per cent to 34 per cent. Since 1960, the school enrollment ratio has shifted from 47 per cent to 60 per cent black. Negro children in the Philadelphia schools have significantly higher dropout rates and markedly lower achievement scores; they typically go to older and more overcrowded schools, are channeled into non-academic courses, and have less experienced teachers. If the Philadelphia public schools were not fulfilling their promises to white children in the early '60s, they weren't even making promises to the black students.

Shedd has made promises, perhaps too many, and is determined to see them fulfilled despite the inevitable tension such a course causes. In his speeches (he is probably the only superintendent in the country to have a speechwriter), he constantly urges parents, civic groups, and students to put pressure on the schools. On what has now come to be called Black Friday, November 17, 1967, 3,500 black high school students took him at his word, left school (sometimes with the blessings of their principals), and gathered at the board of education headquarters at 21st Street and Benjamin Franklin Parkway to demand better education generally, more black teachers and principals, permission to wear African clothes and form Afro-American societies in the schools, and black-oriented curricula.

WHILE Shedd and the Reverend Henry Nichols, a Negro who is vice president of the school board, and several other administrators and board members met with a delegation of students, tension rose outside the building. The police eventually moved in swinging their clubs and twenty-two persons were seriously injured. The resulting controversy not only released latent racism, it opened the floodgates of criticism from everyone in the city who had listened to Shedd talk for almost a year about using the schools to make a "social revolution," and "breaking down the human walls of values and psychological distance." Color him black and he comes on like a pedagogical Martin Luther King, but to the principals, teachers, and working-class whites of Philadelphia, he sounds like Rap Brown.

The explosive issue has blown up several times since and threatens, along with the personnel policies, to be the pivot upon which the hopes of continued reform turn. Yet beneath all the public hauling and pushing, the process of change set in motion by the Dilworth board and accelerated by Shedd is continuing, albeit at sometimes uncertain pace. For instance, Shedd's conception of the central office as a supply depot rather than a military headquarters has resulted in attempts to decentralize its functions by setting up a "talent pool" of teachers from which principals can

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select their staffs instead of being forced to accept those chosen arbitrarily by the central office. Shedd has also taken similar steps with the budget and set up a fund from which principals can draw grants of up to $15,000 for special projects and another fund for teachers that makes grants up to $300. These kinds of changes are not complete and working smoothly yet, but the first steps have been taken.

More than the administrative devices, however, there is also a large variety of new educational programs—perhaps more than in any other school district in the nation. The system has developed Learning Center Projects, which are discovery-oriented classrooms aimed at finding new models for more effective classroom organization; there is also a growing network of "magnet" schools, each specializing in one academic area such as space science or social studies and drawing students from all over the city; long-term arrangements have been made with several colleges for intensive teacher training and urban studies; and Philadelphia has made the most extensive use of computer-assisted and individually prescribed instruction of any city in the nation—35,000 students used the facilities last year.

Most of these projects, which are directed at improving learning, are just getting off the ground or are still in the planning stages, so it will be several years before any judgment can be made about them (see box on p. 71 for an explanation of the newest and one of the most original experiments, the Parkway Project). The results are in, however, or seem self-evident in two instances.

One is the Simon Gratz High School. In three years it has been completely transformed from a nightmare of non-education with one of the city's highest dropout rates and lowest percentages of college-bound seniors into a school that feels itself to be alive and vital. The dropout rate has been halved and the number of students going to college has increased from 3 per cent to 22 per cent, but the school has something going for everyone, not just the scholars and the rejects. Work programs have been set up with medical laboratories, food markets, banks, the Philadelphia Navy Yard, the garment industry, and others, and now the school is investigating the ramifications of being adopted by Boeing-Vertol. There is probably no other school in the country with a foundation grant used solely to pay the bills incurred with a Diners Club card used for lunches with businessmen interested in working with the school.

The man responsible for all this is the principal, Marcus Foster, a veteran of twenty years in the Philadelphia school system, a man who grew up in a street gang in the South Philadelphia black community to become one of that rare breed of schoolmen who have never been beaten down by the bureaucracy, and, finally, a man who is able to impose his own humanity on an institution. But even if Marcus Foster walked out of Gratz tomorrow, it would be almost the same. Everyone in the school is turned on, even the war lords of the gangs with which Foster "collaborated" to put pressure on city hall to have fourteen neighboring homes occupied by white families condemned for an addition to the school that was built for 2,000 pupils and which serves 4,000 in split sessions, nearly all of whom are black.

What makes Gratz significant is that it could not have happened under the pre-reform regime. True, Foster had been in the system for a long time and had worked out his techniques while transforming first an elementary school and then a disciplinary school, but he was certified only as an elementary school principal; his appointment to Gratz by the Dilworth board under their 5 per cent exemption clause created a minor controversy, but the appointment stuck.

The opening up of the bureaucracy by Dilworth and Shedd has also resulted in the Pennsylvania Advancement School (PAS), a center for affective education that operates on two remodeled floors of a once-abandoned warehouse in the North Philadelphia slums. Shedd brought the Advancement School staff, started in North Carolina under Peter Buttenwieser, to Philadelphia in September 1967, and had it set up as a semi-autonomous, nonprofit corporation to "save" bright junior high school boys who were failing and potential dropouts.

The figures on the job being done by the PAS won't be in for a few years until the groups of students PAS has been working with for fourteen weeks each go through high school, but the Advancement School is concentrating not so much on becoming a service station for repairing the damage done by the city's regular schools as it is trying to become a development laboratory for new teaching techniques that will eliminate the reasons students become bored with or intimidated by schools.

In the school itself, walls are uncommon and movable, and the teachers are concentrating on breaking down the barriers that separate them from the students. They use games (poker spelling), drama improvisation, animal laboratories, sophisticated electronic equipment, urban studies, and a host of other carefully worked out curricula and techniques to reach the students.

The PAS is a radical change for Philadelphia (almost too radical—in March it was closed down for a week

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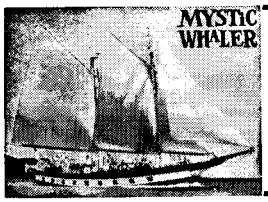

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on technical housing-code violations, apparently on orders from the office of the mayor who has criticized the school's orientation), but change has not yet pervaded the Philadelphia school system proper. Central High School, the city's highly selective boys' school, and its counterpart, Girls High, have hardly been touched by the tidal waves coming out of 21st and the Parkway. The principal of Central, the oldest public high school in the country outside of New England, is still called its president, and the school's most talked about innovation is the Advanced Placement Program which is fully eleven years old. There are more blacks now in Central, and the number of student radicals ("dirties," they're called) is growing. It's hard to argue with a 95 per cent rate of college-bound seniors, but the students, their parents, or their teachers may soon start to say that perhaps Central should be doing something else, too.

The story of the Philadelphia public schools is the story of change, but it is also the story of the implications of the process of change and the central administration's failure to decentralize control of the schools, despite repeated and varied attempts. Since the Dilworth board took office and began holding televised meetings in various sections of the city, the community's interest in the schools has become intense, and when Shedd arrived, he quickly converted a few vague ideas about community involvement and administrative decentralization into a program that sounded as if it were going to be implemented immediately. But not much has really changed in three years.

The failure of these efforts is explained easily by the fact that they were all essentially attempts at the redistribution of power, and any such attempt is bound to encounter large-scale resistance from those from whom the power would flow. It's not just a fear of the black community; schoolmen are really just as afraid of the upwardly mobile Italians and Irish in the Eastwick development or the upper-class WASPs in Chestnut Hill. But this explanation does nothing more than say that Southern Congressmen don't want to give up the seniority system because they enjoy controlling the most important committees.

More fundamentally, the failure of decentralization and community involvement in Philadelphia is tied to the limits of reform from the top. Nearly all the experiments were initiated in the central offices at 21st and the Parkway. Another attempt is now being made to work out some new approaches to decentralization and community involvement through a commission of sixty-eight widely varied members. The process still smacks of central initiative, especially the selection process used to determine the commission members. Nevertheless, it offers hope because it is symbolic of the kind of long and agonizing process that is necessary for dealing with problems as complicated as this one.

THE black community, meanwhile, is under no illusion that its new relationship with the schools insures reform. As much as many Negroes respect Shedd and Dilworth, leaders such as the genial and politically astute Novella Williams of Citizens for Progress realize that the black community finally may be pushed into a position where for its own survival it must either take over the schools or establish its own independent, private system.

Survival has become the main concern of nearly everyone connected with the Philadelphia schools, and education has never really been able to emerge from the background. The reformers, for all their good intentions, have been primarily concerned with the same things that were important to the

"First thing you know, we'll need a file cabinet."

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bankers and the House of Lords: orderliness, stability, and tranquility. They have not been able to follow up their attempts to go beyond the preconditions of learning by pushing for changes that would make Philadelphia's schools joyous, exciting, and liberating. The nation's urban schools have never been the vehicles for upward social mobility that we once thought they were and still think they should be, but it seems that there should be more to education than utilitarianism and administrative neatness.

All of this may seem irrelevant when the Philadelphia public schools are faced with a fiscal crisis of such proportions that it can be solved only by the federal government; with a state desegregation order for both schools and faculties; with a mayor who is openly antagonistic to Dilworth, and, hence, the schools; and with mounting pressure from all sides, even from the predominately white and once powerful Home and School Council, which, ignored by Dilworth and Shedd, has been demanding "parent power."

Yet the issues are part of the same problem. The liberal reformers have tried to make the schools into institutions that can cure the diseases of society, but the schools are a direct reflection of society and can't be changed until the society itself is ready to change.

A couple of weeks ago, a young teacher who had grown up in the city told Shedd of a recent visit to his old high school, Northeast. "They've integrated it since I was there," he said. "And as I left, I stopped at a traffic light and saw a Negro boy and a white girl talking and laughing at the corner. The white drivers in the two cars ahead of me saw them too and glared in disgust and rage. The city is *scared*, Dr. Shedd. You've alienated all the whites. You've got to do something!"

Shedd's face muscles tensed a little; he's been through this many times in the past few months. Finally, he slouched slightly in his chair and said, "There's only so much that one man can do. Eventually it's going to have to be people like you that are going to have to pull this city together."

There is also a limit to the amount of change that can be programed. Fear, tension, and racism cannot be quantified and fed into a computer with any expectation that a solution for achieving tranquility and an educational utopia will appear on the printout. With or without its gray-flannel reformers and their modern managerial techniques, Philadelphia will probably never be able to live up to the original meaning of its name, but it can try to find a way of life that does not make a mockery of it and that allows children to relish life, not rebel or run from it.

New Books

The Children of the Dream, *by Bruno Bettelheim (Macmillan, 363 pp., $6.95),* is basically an intensive examination of education in a single Israeli *kibbutz.* But what renders this fascinating book significant for Western readers is its central research question concerning the connection between ways of life and modes of child-rearing. More specifically, the author inquires if an American slum child, raised in circumstances unlike those at home, might better face the world at large. Tracing *kibbutz* upbringing from infancy to late adolescence, Dr. Bettelheim assesses its educational assets and liabilities. Well aware of the brevity of his observations and the diversity of his informants, he avoids any premature leaping to normative assumptions. Nonetheless, his conclusion that the *kibbutznik* escapes existential despair at the price of diminished creativity and initiative should provoke American educators to reconsider some of their own goals.

Due to Lack of Interest Tomorrow Has Been Canceled, *by Irene Kampen (Doubleday, 168 pp., $3.95);* ***The Taming: A Teacher Speaks,*** *by Deborah James (McGraw-Hill, 156 pp., $4.95); and* ***Chalk Dust on My Shoulder,*** *by Charles G. Rousculp (Charles E. Merrill, 337 pp., $6.95),* come as three good additions to a mounting autobiographical literature of education. For a change, too, all three works are largely optimistic. Irene Kampen's frivolous account of her middle-age return to college studies features some accommodating off-beat youngsters, a buffoon of a journalism instructor, and a heavily cartooned Japanese adviser. Less studiously corny, Mrs. James's realistic account of PA announcements, love in the halls, and student daydreaming will remind neophyte and old pro alike of certain professionally known canyons separating educational theory and practice. Most sensitive of all, Mr. Rousculp's *Chalk Dust* sketches new perspectives in self-portraiture through an arresting flashback technique. At times, such sentimental revelation of past privacies assumes distracting intensity. Yet, the book as a whole is a latter-day tribute to the teaching profession's human kindness. One is left with the wistful hope that some year soon, there will be enough Rousculps to go around.

Religion, the State, and the Schools, *by John W. Swomley, Jr. (Pegasus, 220 pp., $6), and* ***Trends and Issues in Catholic Education,*** *edited by Russell Shaw and Richard J. Hurley (Citation Press, 350 pp., $3.50),* supply up-to-date opinions on some ancient disagreements among Protestant, Catholic, and secular educators. Swomley's work is neatly organized for thorough coverage in short compass. After a clear exposition of current church-state context, it explores religious practices in public schools, bus transportation, dual enrollment, and Catholic action since the Vatican Council. Stressing both the size and speciality of Catholic elementary and secondary schooling, the Shaw-Hurley collection embraces stimulating articles by the Reverends Neil G. McCluskey, S. J. and Robert A. Reicher, and by Sister Mary Emil Penet, I. H. M., who write respectively on the implications of Vatican II, collective bargaining, and the institutional apostolate. Opposite in their conclusions on government financing of separate schools, they might well be read in tandem for an excellent overview of persisting differences marking a wider ecumenism.

The Teaching-Learning Paradox: A Comparative Analysis of College Teaching Methods, *by Robert Dubin and Thomas C. Taveggia (The Center for the Advanced Study of Educational Administration, University of Oregon, 78 pp., $2),* should grace the bookshelves of anybody who ever confronted a college class. One hears a good deal of talk about the art or the skill of teaching. Yet, unlike their elementary and secondary school confreres, college teachers are rarely taught to teach. And now the Dubin-Taveggia conclusion that "no particular method of college instruction is measurably to be preferred over another, when evaluated by student examination performances" further challenges professors to temper preconceived evaluations of their own classroom methodology with some rather provocative research findings. This iconoclastic little book, with its appeal for new questions, will surely provide a splendid point of entry into the topic.

The French Student Revolt: The Leaders Speak, *presented by Hervé Bourges, translated by B. R. Brewster (Hill and Wang, 112 pp., $1.50),* includes statements by Daniel Cohn-Bendit, Jean-Pierre Duteuil, Alain Geismar, and Jacques Sauvageot. Brewster's rendering of Bourges's foreword about "spiritual insurrection" only confirms that obdurate incompatibility of two great languages. Somewhat smoother reading, the interviews with student militants reveal a political and philosophical sophistication that would make

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Mark Rudd blush. The unifying theme is reform, not anarchy; the whole matter of higher education for a changing, not a static, world receives a more rational airing than many sagas of the barricades would otherwise lead one to expect.

Making Urban Schools Work: Social Realities and the Urban School, *by Mario Fantini and Gerald Weinstein (Holt, Rinehart & Winston, 62 pp., $1.50),* recognizes the fact that no city school can possibly ignore the frightful stresses of depersonalization affecting the majority of its clients, and at the same time come up with any meaningful program. What the authors propose is a school that allows children to examine these stresses, learn how to deal constructively with them, and ultimately reduce them. Such a school would develop skills, encourage personal talent, and urge social action. The conceptualization is disarmingly devoid of the now-familiar details of inner-city social pathology. Deceptively simplistic, it is nonetheless suggestive of a wide range of study and experimentation.

Essays on World Education: The Crisis of Supply and Demand, *edited by George Z. F. Bereday (Oxford University Press, 359 pp., $7.50),* presents papers from the 1967 International Conference on World Crisis in Education. In his bold introduction, Professor Bereday laments educational leaders who face crises with "interminable speeches, pious generalities, hedging, even mendacity." Among others, contributions by Torsten Husén, Ralph W. Tyler, Clark Kerr, R. Freeman Butts, and the editor himself discuss talent utilization, research, U.S. education, teacher training, and mass needs. The collection is remarkably even in quality. It will serve all who seek to widen their educational horizons.

Education and the Business Dollar: A Study of Corporate Contributions Policy and American Education, *by Kenneth G. Patrick and Richard Eells (Macmillan, 313 pp., $8.95),* and ***Bureaucracy in Education,*** *by James G. Anderson (Johns Hopkins Press, 212 pp., $7),* reveal insights into two often neglected realms of education. The first of these works—a treatise on corporate giving—traces subtle changes in business attitudes from self-conscious "philanthropy" to systematic "support." And it concludes with an appeal to business to weld together creditable individual efforts into some form of concerted plan for reducing financial pressures on students and institutions. The second book, rich in graph, figure, and documentation, explores the relationship between administrative authority structure and teacher performance. Both volumes display a tidy objectivity in their careful analyses of business and bureaucracy, subjects that from an educational standpoint so often elude all but the most offhand caricature. Both merit close attention.

Education and Urban Renaissance, *edited by Roald F. Campbell, Lucy Ann Marx, and Raphael O. Nystrand (John Wiley & Sons, 148 pp. $5.95),* provides one of the most illuminating collections of urban education papers lately available. Stephen K. Bailey, John H. Fischer, Joseph J. Schwab, and other distinguished professionals from government, architecture, education, and the social sciences discuss a wide range of topics, including Model Cities, the urban client, organization and governance of urban schools, and the future of urban education. David Lewis's paper on the great high schools plan typifies the willingness of fellow authors to grapple with otherwise staggering problems and to come up with broad-dimension proposals at once daring and practical. Editors, contributors, and publisher are to be congratulated on a book that should spark discussion and, perhaps, guide action.

Your Child and the First Year of School, *by Bernard Ryan, Jr. (World Publishing Company, 156 pp., $5.95),* and ***The Psychology of College Success: A Dynamic Approach,*** *by Henry Clay Lindgren (John Wiley & Sons, 141 pp., $4.95),* treat the beginning and the end of formal education as they are frequently conceived. Ryan's work puts great stock in training for neatness, rules, orderliness, sharing, and respect of property, and stresses both readiness and achievement. The Lindgren book considers optimum college learning as a psychological and problem-solving process as well as an adventure in communication. Both view formal education as a highly structured series of experiences, thereby contrasting with much current discussion about flexibility and relevance across the educational spectrum.

The Individual and the System: Personalizing Higher Education, *edited by John Minter (Western Interstate Commission for Higher Education and the Center for Research and Development in Higher Education, Berkeley, 187 pp., $3.50),* is another productive exercise in campus introspection stemming from a 1967 College Self-Study Institute. College presidents, psychologists, student leaders, and research directors trade ideas on computers, reform, politics, charisma, communications, and character-training. A fifty-page annotated bibliography rounds out an interesting compendium. —JOHN CALAM.

Answer to Wit Twister, page 87: waddles, dawdles, swaddle.

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(Continued on page 94)

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SCHOOLS

(Continued from page 93)

WOODWARD ACADEMY—Formerly Georgia Military Academy. Since 1900 a challenging prep school in suburban Atlanta emphasizing the art and skills of "thinking things through." Grades 6-12. $4½ million plant, new chapel, indoor pool. Air-conditioned, carpeted classrooms. Modern teaching aids (closed circuit TV, computer). Small classes. Fully accredited. Nonmilitary. Catalogue. Box 87190-F, College Park, Georgia 30337.

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(Continued on page 96)

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EMPLOYMENT OPPORTUNITIES

(Continued from page 95)

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For Summer Rental

NORTH TRURO, MASSACHUSETTS—5 rooms, furnished, National Seashore area, ocean beach access. Season, monthly, fortnightly. SR Box M-997.

SAN FRANCISCO, RUSSIAN HILL—4 room balcony apartment. Garden, bay view, roof garden. July-October, $220 monthly. SR Box N-433.

APARTMENTS WANTED

SR STAFFER'S frenzied need: 3 room rent controlled apartment, NYC, midtown, East side. Box M-201.

VISITING NYU PROFESSOR, wife, 2 older children need furnished Manhattan apartment September-June. Home available in Madison, Wisconsin. SR Box N-449.

APARTMENT/HOUSE WANTED

EXECUTIVE TRANSFERRED—Requires large unfurnished apartment or house. 3-4 bedrooms, August 1st, East side Manhattan, hopefully to rent. Box N-404.

PROPERTY FOR SALE

MAINE WOODED ACREAGE—$25 per acre and up—old farms—inland shore property—cottages—cabins in the woods—lake frontage—retirement homes—business opportunities. Franklin Realty Co. (Mr. Barrows), Farmington, Maine. Tel: 207-778-2852.

ASHEVILLE, NORTH CAROLINA—3 wooded acres on *Sunset Mountain, overlooking city and facing Smokies.* $9,000. SR Box M-991.

INLAND SHORE PROPERTY in Maine—12 acres located on water. Includes substantial home with modern facilities, picturesque scenery and river view. For information contact B. L. McLaughlin, Essex, Connecticut 06426.

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CAMPS

ADVENTURE IN CREATIVITY is a summer residential program for gifted students (aged 14 to 19) who are interested in art, music, theatre, creative writing, film making or dance. The emphasis is on the integration of these art forms. Students choose a major and a minor field for concentration and participate in joint seminars. The program takes place at the CRANBROOK-KINGSWOOD Schools. For information write to Box R, 520 Lone Pine Road, Bloomfield Hills, Michigan 48013.

OVERWEIGHT BOYS AND GIRLS 8-18. Enjoy a summer of fun while losing weight at the original non-medical slim down camps. Complete sports programs. Re-education in eating habits. Usual weight loss 20-45 lbs. Winter follow-up program. For booklet, write Stanley for girls or Tahoe for boys, Box 701, Hurleyville, New York 12747. Phone 212-947-7749.

READING, WRITING AND STUDY SKILLS. Coeducational. Day and boarding. Ages 10 through 17. Excellent language skills instruction plus fine camping and recreational program. Under direction of professors. Full time reading and testing specialists. Catalogue. Summerbrook Camp, Box 110, Solebury, Bucks County, Pennsylvania 18963.

HAS YOUR TEENAGER OUTGROWN "CAMP?" Consider Vagabond Ranch, Granby, Colorado. Ranch-travel-work program, boys 13-17. 23rd summer. Separate western travel program, girls 14-18. Charles D. Pavek, Washington, Connecticut 06793.

TALENT WITH MUSCLES: Fantastic athletic program in fine arts camp? ? Write! Find out! (Coed 6-18.) Appel Farm Art & Music Center, Elmer 25, New Jersey 08318.

READING-STUDY SKILLS. Superior water sports. Flexible program. Southwestern New Hampshire. Granite Lake Camp. Coed. ACA-APC approved. Box 124, Little Neck, N.Y. 11363. 212-321-0505.

TEENAGERS LOVE CAMP SEA-FARI in the Florida Keys. Coed 13-18. Learn scuba diving, snorkeling, navigation, marine biology, archaeology, undersea photography. Sailing, fishing, water skiing, dive for treasure, steer a ship. Supervised and taught by our professional staff. Cruise on Coast Guard approved windjammer to the Bahamas and the Gulf of Mexico. SHORE BASE: luxurious Key Colony Inn. Air-conditioned, fantastic food, private baths. Tennis, golf. Captain Bob Kruse, Director. Brochure. Dept. K, 3935 Blackstone Avenue, Riverdale Station, N.Y. 10471. Tel. 212-543-7900.

BAHAMA ISLAND ADVENTURE—Diving, exploring deserted islands, treasure hunting, sailing, etc. Living aboard yacht. Excellent supervision. Coeducational—ages 12 to 20. $125 per week. Write Water World Summer Camp, P.O. Box 2117, Ft. Lauderdale, Florida 33303.

CAMP CONSULTANTS: Since 1939 we have helped parents in selecting the right Private Camps and Summer Schools. No charge at any time. Visit, telephone or write in detail. The Advisory Service, 500 Fifth Avenue, NYC 10036. 212-PE 6-1660.

TENNIS RANCH—Don Kerbis 120 Acre Tennis Ranch. Boys and girls 8 to 18. Watervliet, Michigan. Five hours tennis instruction, supervised play daily. Beginner, intermediate, advanced players. Swimming, activities galore. Write for brochure: Don Kerbis Tennis Ranch, c/o Don Kerbis Tennis Club, 1660 Skokie Valley Road, Highland Park, Illinois 60035.

JUDGMENT RIDGE—Unique camp on thousand acres Vermont mountains. Boys/Girls 8-16. Managed by ex-Peace Corps staff. Unpressured. Unlimited riding if desired ($65 extra). 20 horses. Swimming, guitar, dulcimer, creative arts, sports, farming, construction. Individualized programs from regular to pioneer, etc. A.C.A. accredited. Under 65 camper limit. No poison ivy. RN resident. $650, $375 half season. No tips. Wright, Vershire, Vermont 05079. Telephone 802-685-4547, 4880.

CAMP BIOTA—Six weeks exciting fun, knowledge. Limited enrollment. Boys 9-14. Natural science. Lake, cabins. Survival, creative crafts, canoeing, fishing, swimming, archery, riflery, riding. A.C.A. Nashville 615-766-2494. Dr. and Mrs. Forrest S. Evans, Joelton, Tennessee 37080.

TREASURE MOUNTAIN GOLF CAMP . . . an exclusive summer Golf Camp for boys 11-17 at Park City, Utah. Brochures: 2301 East Seventh, Long Beach, California 90804.

RETIREMENT LIVING

ALL YOUR RETIREMENT NEEDS in one place at the Crestview Center . . . including the most complete apartment-type building in the eastern United States. Located in suburban, residential Toledo, Ohio. Good companions, good food, good surroundings, good health care . . . near shopping . . . public transportation. Attractively landscaped, 80 acres, 9-hole golf course, gardens. Come and go as you please. And now . . . Lake Park Hospital and Nursing Care Center, providing extensive health care for the convalescent patient. Life lease and monthly fee plans available. For complete information, write Crestview Center, 5330 Harroun Road, Sylvania, Ohio 43560.

VACATIONS

DAVID'S FOLLY. Country living on Maine Coast. Seafood, garden vegetables, blueberry pies, coffeepot always on stove. Minerva Cutler, Brooksville, Maine.

VERMONT'S NORTHEAST KINGDOM—Thousand acre resort. Children's counselors. All water sports, tennis, stable. American Plan. Semi-Housekeeping. Quimby Country, Box 9, Averill, Vermont 05901.

LEARN TO SAIL. Rental sailboats, instruction. Brochure. Mystic Wharf, Mystic, Connecticut 06355.

1778 SWIFTWATER INN—POCONOS. Forest walks, streams; country dining; heated pool; no pressure. May-June specials. Box 127, Swiftwater, Pennsylvania 18370.

13 LUCKY PEOPLE—Thirteen Acres. Thompson Ridge, N.Y. 914-874-2801. Quiet, charming resort. Dietary laws.

WILEY INN—PERU, VERMONT. Box S-05152. Relaxing country Inn on 22 acres. Heated Pool. Brochure available. 802-824-6600.

CHRISTMAS FARM INN. A small Colonial inn in the White Mountains with a friendly atmosphere, spectacular views, swimming pool, sports. Excellent meals, nicely served. AAA. Doris and Dick Welch, Owner-Hosts. Jackson, N.H. 03846. Tel. 603-383-4313.

CAMPERS! ROUGH IT (GENTLY), without crowding in campsites. Savor peaceful beauty of wooded island, unspoiled lake, Eastern Ontario. Cottages, $45. Duane Barnes, Ompah, Ontario.

LAKE MICHIGAN/UNHURRIED FAMILY VACATION 40 acre wooded estate. Untamed sand beach. Children's program. Tennis, pools, bicycles. Barn theatre, concerts, film festival. Resident artist. Sleepy Hollow, North Shore Drive, South Haven, Michigan 49090.

CAPE WINDS BY-THE-SEA. Beautiful inn for 30 adults or groups on Cape Cod. Private ocean beach, patios, all private baths. Colonial atmosphere. Continental breakfast. West Harwich, Massachusetts 02671.

WHITNEY'S . . . Charming Inn off beaten path. Rooms, Cottages, Motel. All seasonal sports. Famous food. AAA. Open most all year. Folder tells all. Bill & Betty Whitney, Box R, Jackson, New Hampshire 03846.

A STONE'S THROW from beaches, harbor and shops. This traditional New England hostelry is noted for excellent fare. Nightly entertainment in cocktail lounge. Harbor House, Nantucket, Massachusetts 02554. A Treadway Resort.

ROAD'S END COTTAGES. Lake Pleasant 5, N.Y. 12108. Central Adirondacks on large Sacandaga Lake—excellent bass and trout. Sandy beach, sundeck, main lodge for recreation.

WINDHAM HILL FARM—Small, quiet country inn, off beaten path, offering hill-country living, good food, scenic tranquillity. Folder. West Townshend, Vermont 05359.

MAPLE SITE—Secluded at statepark, lake near, elegant rooms, landscaped garden, cooking facilities. Box 323, Haines Falls, N.Y.

FAMOUS SUMMER THEATRE nearby superb seaside resort less than two hours' drive from Boston. Excellent cuisine, cocktails. Private pool. The Lookout, Box 2, Ogunquit, Maine 03907.

CAMPING THIS SUMMER? Cruising? Keep diary, cost record, new-friend list, in compact (5½" x 8½") TraveLog. $2.25. IDEA HOUSE, Rye, N.Y. 10580.

VACATIONS

OVERLOOKING THE BLUE PACIFIC in San Francisco. Residential area. Seal Rock Inn Motel, 545 Point Lobos Avenue, 94121. Write for rates.

BOOTHBAY HARBOR. Charming seacoast inn and motel on ocean. Informal. Modern. Modified American, European Plans. Seafood, lobsters featured. Cocktails. Scenic boat trips. Motel mid-May to late October. Inn late June-September. Ocean Point Inn, Box A10, Ocean Point, Maine 04557.

HEAR THE WILD LOON—Rustic family accommodations on Indian Lake's wilderness shore, Adirondacks. American Plan. Brochure. 56th year. Timberlock, Sabael, N.Y. 12864.

WHALER'S INNE, Mystic, Connecticut—Authentic Victorian hostelry in middle of historic Mystic, 1 mile from famous Mystic Seaport marine restoration. Double $10-$14. E. P. Write or phone.

JACKSON HOLE—Dude ranch. American Plan. Riding, fishing. Secluded! Flying V Ranch, Box 69, Kelly P.O., Jackson Hole, Wyoming 83011.

SWAN'S ISLAND, MAINE. Joyce's Cabins. Quaint lobster village. Write, call 207-526-2794.

VERMONT . . . The Beckoning Country—Beauty, history, covered bridges, museums, mountains, lakes, fishing, boating, hiking, auctions, antiques. Most charming, immaculate inn well-maintained. Elevator, sprinkler, swimming pool, chip & putt greens. Exceptional food, beverages, fine service, air conditioning. Near golf courses, chair lifts, library, places of worship, shops, horseback riding. Memorable! Reasonable! Tel: 802-247-5766 or write BRANDON INN, A Vermont Resort, Box 205, Brandon, Vermont 05733.

THE IMPROBABLE INN for artists (and compatible personnel). Lodging, studios, one-world cuisine. $70 weekly. Bay Street Studio 333, Boothbay Harbor, Maine. Brochure!

THE HERMITAGE—Secluded, small country inn, a connoisseur's delight. Folder. Wilmington 5, Vermont 05363.

THE SEASIDE, unspoiled Longboat Key, Florida 33577. Year 'round resort on private Gulf beach.

RESTFUL BUT ACTIVE RESORT nestled in the Green Mountains. Same management 31 years. $98 weekly up per person including meals. Golf, tennis handy. Swimming pool, shuffleboard. Little Theatre. Dorset Inn, Dorset, Vermont 05251.

SALT BOXES ON CAPE COD. Large, private, sandy, saltwater beach. Dock, boats. Sailing, fishing. Excellent golf and tennis nearby. Modern design cottages on Bass River in quiet pine woods—each with kitchenette and fireplace. Duplexes and separate cottages for 2 to 6 persons. Maid service. $7 to $12 per person per day. Convenient to all Cape activities, stores, restaurants. For brochure, write: Lilian S. Kenrich, South Yarmouth, Massachusetts. Phone 617-398-2821.

AUTHENTIC TYROLEAN VILLAGE in White Mountains. New $800,000 Alpine Inn, Motel, Family Chalet accommodations. Heated pool. Free golf nearby. Fishing, tennis, dancing. Dining rooms, cocktail lounges. Open year 'round. Mittersill Alpine Inn, Franconia, N.H. 03580. A Treadway Resort.

GOOSE COVE LODGE on Deer Isle, Maine. In East Penobscot Bay. Sailing, fishing, hiking and picnics. Trained naturalist for nature lovers. An artist's paradise. Write for brochure. Dr. R. A. Waldron, Owner-Manager, P. O. Sunset, Maine 04683.

GASCON RANCH, Rociada, New Mexico. Southwestern hospitality midst Alpine surroundings.

THE INN at Mt. Sunapee—Small country lodge on beautifully landscaped estate. Spectacular views, all sports, gourmet food, lounge. DEXTER'S, Box A, Sunapee, N.H. 03782.

OGUNQUIT. Famous summer vacation center. Magnificent beach, majestic cliffs, camera fans' dream. Many activities. Artists' colony, summer theatre, deep-sea fishing, golf, movies. Hotels, guest houses, motels, cottages, restaurants. For information write Information Bureau, Dept. 15, Ogunquit, Maine 03907.

(Continued on page 98)

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VACATIONS

(Continued from page 97)

PARADOR MARTORELL—Family Inn by fabulous beach. 212-LE 2-7700, Box 435, Luquillo, Puerto Rico 00673.

SPRUCEWOLD LODGE AND COTTAGES on Maine coast. Saltwater pools, private ocean beach. Cocktail lounge. Delicious meals. American and Modified American Plans. Folder. Write Robert S. Thornton, Boothbay Harbor, Maine 04538.

CHANCE OF A LIFETIME . . . For two weeks or a year enjoy hobbyist, professional painting, crafts, Spanish; writing, history; MFA program. Theatre, field trips, fiestas, sunshine. Room, bath, board from $4. Prospectus? Stirling Dickinson, Director, Instituto Allende, San Miguel Allende, Guanajuato, Mexico.

SAN FRANCISCO ON A BUDGET? Charming, centrally located. Hotel Beresford, 635 Sutter Street.

SEASHORE RESORT—one of the world's greatest. On picturesque, landscaped acres. 18 hole championship golf course. Heated swimming pools. Championship tennis. May through October. Write The Wentworth, Dept. 23, Portsmouth, N.H. 03801.

PROSPECT HOUSE HOTEL-Golf Club. Panoramic, cool lakeside setting near Rutland (opposite Alexander Woollcott's Island). Pleasurable dining, unique cocktail lounge: GOLF, fishing, safe beach, boating. Riding, tennis, dancing, movies, antiquing, special events. $76-$105 weekly. The Charles Bakers, Hosts. Reservations suggested. Write for FOLDER. Box 900, Lake Bomoseen, Vermont.

GRACIOUS LIVING in beautiful seacoast village. Fine food. Entertainment. Own boat. Auto trips. $14.50-$18.00 daily includes 3 meals. Unlimited golf $10.00 weekly. Folder. Direct bus service from New York. David R. Bell, Whitehall Inn, Camden, Maine 04843.

SHENANDOAH VALLEY FARM—Beautiful, secluded, quiet, comfortable. Dixons, McGaheysville, Virginia 22840.

THORN HILL LODGE. Charming country inn on quiet road overlooking scenic mountain resort village. Swimming pool, lawn sports. $70 up weekly including all meals. D. Darville, Jackson, N.H. 03846.

FLORIDA KEYS—ISLAMORADA. Box 222R, Drop Anchor Resort Motel. AAA. Relaxed oceanfront tropical living. Efficiencies. Pool. Brochure.

NASSAU, BAHAMAS. Relax in a setting of elegant informality at Cable Beach Manor. Charming 1-2-3 room apartments, each with kitchen, air-conditioning, maid service. On private beach, pool. Write Box 263, Nassau, Bahamas.

SMOKY MOUNTAIN LAKE RESORT—Blue Boar Lodge, Robbinsville, N.C. 704-479-8126.

"LOVELY GARDENS." Golf, swimming, entertainment, shuffleboard, food at its finest at the "Gem of New England Inns." From $20 daily, including meals. The Bethel Inn, Box 26S, Bethel, Maine 04217.

ECHO VALLEY RANCH—Secluded housekeeping cabins near Mount Rushmore. Keystone, South Dakota 57751.

SNOWBIRD MOUNTAIN LODGE, Robbinsville, N.C. 28771. Exotic mountaintop location bordering Great Smokies. Small, secluded, informal. American Plan. Late May through October. Brochure.

WINDJAMMER VACATION—week aboard auxiliary schooner, "Richard Robbins." Maine bays and islands. Brochure. Capt. George Allen, Blue Hill, Maine 04614.

JEWEL BOX ELEGANCE, Lighthouse Inn, 52 room mansion showplace of the shore at New London, Connecticut, 2½ hours from Gotham. Superb food. E.P. Doubles $15 up. Brochure S.

CRUISE MAINE. Enjoy grandeur and first class comforts —congenial, carefree, casual cruising amidst coastal islands aboard "SEA OTTER." 6 days from $225. 12-20 passengers. Also Intracoastal and Florida winter cruising. For folder, write Capt. Jim Nisbet, Vagabond Cruises, Box 617K, Camden, Maine 04843. Tel. 207-236-2938.

VACATIONS

PELICAN COVE MOTEL AND MARINA—Florida Keys, immaculate oceanside apartments, beach, swimming, fishing, skindiving, tennis, shelling, birdwatching, loafing. Literate, congenial company on balmy tropical isle, Islamorada. Phone 305-664-2811.

SERENE OUTER ISLAND. quiet fourteen-guest inn. Private baths, gas heat. The Golden Gull, Box S, Monhegan Island, Maine 04852.

UP-ISLAND on Martha's Vineyard, you're away from frantic joy-mills, free as a gull. Picturesque harbor to paint, beautiful beaches, tennis, cycling. Modern cottages (non-housekeeping) for 2 to 6 guests. $16 to $22 per day, per person includes 2 delicious meals. Lower June rates. Open June 14th. D. R. Thompson, Owner-Manager, Menemsha Inn, Menemsha, Massachusetts 02552.

HOTEL PLAYA MAZATLAN. Beautiful, safe, tropical beach, quiet resort, best international cuisine and service. Write for information to Hotel Playa Mazatlan, Apartado 207, Mazatlan, Sinaloa, Mexico.

INFORMAL RESORT LIVING on lake in mountain area. Sandy beach, par 3 golf. Woodbound Inn, Box 190, Jaffrey, New Hampshire 03452.

STEPHANIE AND PHILIP BARBER invite you to vacation luxuriously, calmly, actively, lazily, musically, flexibly at WHEATLEIGH in Lenox, Massachusetts, where a countess once dwelled. Do write—we'll send the Wheatleigh, the jazz, the folk, the Tanglewood folders, yes.

RESORT LUXURY in North Woods lodge and motel. Excellent meals, cocktails. Swimming pool, golf. On picturesque Arnold Trail to Quebec. Sky Lodge, Moose River, Maine.

HOUSEBOAT HOLIDAYS. Explore Rideau Lakes, Kingston to Ottawa. Safari Marina, Rideau Ferry, Ontario.

HEALTHFUL VACATIONING. Reducing, Fasting, Sunbathing, Natural Foods. Moderate rates. Free brochure: SHANGRI-LA, Bonita Springs, Florida 33923-SR.

CASUAL PLACE FOR PARTICULAR PEOPLE—Boulders on Lake Waramaug, Berkshire Hills' largest natural lake. Country inn and cottages. New Preston, Connecticut 06777.

ERUDITE CLIENTELE, children's haven, informal family vacations. Lake Shore Farm, Northwood, N.H. 03261.

QUIET, ELM SHADED location near ocean, art galleries, shops, wharves. Small inn and motel with or without meals. Open to November. Tuck inn Lodge, Dept. 2, Rockport, Massachusetts 01966.

WATERFRONT BUNGALOW—New, sleeps 6. Low summer rate $150 weekly. Piet Vanderhoeven, 23 St. Anna Boulevard, Curacao, Netherlands Antilles.

COOL AND CAREFREE by a clear blue lake. Cottages or new chalet units. Meals included. Water skiing, tennis, canoe trips, entertainment, sauna, lobster bakes. Pets allowed. AAA recommended. Write for color folder. Chute Homestead, Box S, Naples, Maine 04055.

MARTHA'S VINEYARD ISLAND. Escape to island pleasure for charm, beauty and friendliness. Lovely old harbor towns, breathtaking scenery, cameo beaches, whispering ocean, towering cliffs, amiable living, all sports. Hotels, cottages, efficiencies, motels, guest houses. Tell us your needs, arrival, length of stay. Martha's Vineyard Information, Vineyard Haven 4, Massachusetts 02568.

VACATION. Cliff House and Motels. Spectacular location atop Bald Head Cliff. Quiet, informal. Dining Room. Cocktails. Heated Pool. Golf. May into October. Ogunquit 5, Maine 03907.

NANTUCKET, fascinating island 30 miles at sea, only one hour by air from New York or Boston. White sand beaches, warm water swimming, golf, exceptional boating facilities, all your favorite sports, varied entertainment. Modern hotels, inns, guest houses. Excellent restaurants. Free illustrated booklet. Information Service, 25D Federal Street, Nantucket, Massachusetts 02554.

VACATIONS

MEXICO—$70 weekly, Double, American Plan. Ancient Spanish Colonial Inn. Continuous operation since 1824. Sunny court, old white pillars, lush vegetation, lots of iron work. Spotless rooms, each with private bath and fireplace. Hotel La Quinta, Jocotepec, Jalisco, Mexico.

LUNA DI MIELE SOLAMENTE Per Gli Innamorati Honeymoon For Lovers Only . . . Get Lost . . . In each other's arms . . . away from the madding crowd . . . discover each other . . . without the benefit of extraneous distractions . . . Luxuriate at an Inn designed especially for the eternal love affair . . . Be pampered by 101 souls who will serve you breakfast in bed Italian Style with Asti Spumante. For a special honeymoon package rate, call or write Nick Monte, Keeper of the Inn, Gurney's Inn, Oceanfront Cottages & Hostelry, "On the Brink O' the Beach," in the Village of Montauk, Town of East Hampton, County of Suffolk, Long Island, State of New York, United States of America, Planet Earth 11954. 212-895-6400. Open All Year.

HORSEMEN! August is about booked at the famous Escuela Ecuestre in San Miguel de Allende, Mexico, but there are still openings for June and July. Fine horses, intensive cavalry instruction, dressage, theory, cross country, jumping. Modern hotel and pool, classic Colonial town. Write Harold Black, Director, Apartado S185, San Miguel de Allende, Guanajuato, Mexico.

VACATION WORKSHOPS

SUMMER VACATION-STUDY PROGRAM in early music and musical instruments in San Miguel Allende, Mexico. All levels of instruction. Write Collegium Musicum, Music Department, Memphis State University, Memphis, Tennessee 38111.

DYNAMIC APPROACH to free learning, including Leicestershire and Montessori; two 3-week workshops. Early Learning Center, Gary Road, Stamford, Connecticut. 203-322-1311.

STUDIES ABROAD

GERMANY — SCHILLER COLLEGE offers American college students stimulating academic year program in HEIDELBERG (upperclassmen); and in castle near STUTTGART (underclassmen) September-June, $1,950; American credit system; quarter-length European Seminars in Berlin; two six-week SUMMER COURSES. Write Schiller College, 7121 Kleiningersheim, Germany, or U. R. Laves, Director, U.S. Office, 429 N.W. 48th Street, Oklahoma City, Oklahoma 73118. Phone 405-842-5979.

NEW DIMENSIONS, an academic semester abroad for adventurous high school juniors, seniors and graduates who like to go places, meet people, do new things. Experienced teacher-leaders; small coeducational groups; intensive language training; partnership with host country schools; family living experience. Fall 1969 programs to Belgium, Germany, and Mexico. For information write: The Experiment in International Living, West Hill, Putney, Vermont 05346.

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"AMERICAN EDUCATION IN SWISS TRANQUILLITY." 9th Grade through B.A. In Alpine setting above Lake Geneva: (1) Leysin American School: 4 year university preparatory high school, semester system; Advanced Placement, College Testing Center; full guidance program, small classes, high academic standards; affiliated with but on separate campus from (2) American College of Switzerland: member AJCA; B.A. and A.A./A.Sc degree programs; quarter system; liberal arts college stressing humanities, languages, arts, international business administration. Both schools: Coed, progressive American administration and faculty (native language professors). Curriculum-related tours, winter sports. Excellent transfer record to U.S. universities. Applications now being accepted for all terms. Write Registrar (respective institution): 1854T, Leysin, Switzerland, or U.S. Representative; 330 East 49th Street, New York 10017.

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SUMMER STUDIES ABROAD

GERMANY — SCHILLER COLLEGE — see "STUDIES ABROAD." Language—Literature—Art.

MEXICO FOR TEENAGERS—$400 for five weeks Colonial Durango. Study Spanish, Mexican history, classical guitar, folk dances—all high school level. Fee includes tuition, health services, room and meals in Mexican home, transportation El Paso, Texas, plus two weekend excursions. Contact Fred Wansley, Director, Colegio Americano, Box 2335, Durango, Mexico.

AEGEAN SCHOOL OF FINE ARTS: Greek Island, Paros. Catalogue? Cheltenham Art Centre, Ashbourne Road, Cheltenham, Pennsylvania 19012.

LIVE! STUDY! TRAVEL ABROAD! Combine all 3 for the true flavor of the continent. College and precollege. Accredited universities France/Spain/Britain/Austria: art in Italy. Live with personally selected family or attractive student residence. Travel, excursions, festivals, sports, etc. Continental Study Projects, Inc., 527 Madison Avenue, New York, N.Y. 10022.

SUMMER SESSIONS ABROAD ®. 19th season. $195 and $245 at University of Madrid, Barcelona, Florence, Rome, Palma, Paris, Salzburg. 3 week and 1 month sessions start June 29th, run through August 31st. Includes room, meals, tuition, credit, choice of course in art, music, dancing, painting; sightseeing, etc. All for $195 and $245. EDUCATIONAL TRAVEL ASSOCIATION, 535 Fifth Avenue, NYC 10017. 212-661-8900.

GREECE—STUDY PAINTING on beautiful Samos. Excursions, lectures. Adults, students. Brochure: Pythagoreion Institute, Route 2, Chapel Hill, North Carolina 27514.

EUROPE FOR COLLEGE STUDENTS. Eight weeks, $1,525, six weeks, $1,350 WITH NO EXTRAS pays for fine hotels, great food, scores of theatre tickets, no regimentation, plenty of time for individual exploration. England, France, Italy, Austria, Berlin, Switzerland, Yugoslavia, Holland, Scandinavia and much, much more. This price includes everything! Full details and references from Dr. S. M. Lutnick, 32 Hicks Avenue, Syosset, New York 11791. 516-WA 1-7898.

SUMMER TRAVEL-STUDY ABROAD—6 weeks. Beautiful villa in Florence. 2 weeks travel, Greece-Turkey. Faculty reputation international. College credits; Etruscan Archaeology, Italian, Art History, Renaissance Studies, Painting. June 12th-August 14th. Garland Junior College, 409 Commonwealth Avenue, Boston, Massachusetts 02215.

MEXICO. Ancient, modern, but nontourist. Studytrip with anthropologist. Students 14-18. 5th year. Box 604, Bridgeton, Missouri 63042.

"I TOOK THE ROAD less traveled by. And that has made the difference." . . . Explore Anthropology in Chiapas, Guatemala, Yucatan; Art in San Miguel . . . Living Theatre in London . . . cruise to Leningrad. YOUTH TRAVELS to MEXICO and EUROPE, 47 S. Stephanmarc Lane, New Hyde Park, N.Y. 11040. 516-GE 7-7514.

COLLEGE ART STUDY ABROAD—PARIS. Studio instruction—Art History—Tours. Distinguished American faculty. Summer, Fall, Spring terms. Brochure: Roger Barr, Director, CASA, 261 Boulevard Raspail, Paris, France.

ART & ARCHAEOLOGY — Naples, Rome, Istanbul, Athens, Crete, Mykonos, Vienna. Academic credit. July 25th-August 14th. $890. The George Washington University (CGS), Washington, D.C. 20006.

SUMMER SCHOOL CAMPUSES: Students ages 15 to 19. Study Spanish in Mexico, French in Switzerland, German in Austria. Chaperoned. Language study and travel. SUMMER SCHOOLS-INTERNATIONAL, Box 199, Northfield, Minnesota 55057.

THE HEBREW UNIVERSITY of Jerusalem Summer Courses 1969. Courses given in English July 8th-July 29th, August 5th-August 26th. Introduction to the Archaeology of the Holy Land • The Archaeology of the Negev • The Archaeology of Jerusalem • The Dead Sea Scrolls • Religion • Introduction to Biblical Literature • Biblical Wisdom Literature • Modern Hebrew for Intermediate and Advanced Students • Special Course in Biblical Hebrew • Arabic • Seminar on the Middle East Today • The Contemporary Middle East • Israel's Political Institutions and Foreign Affairs • Israel's Society—Kibbutz and Moshav. History and Structure of Education in Israel • Israeli and Near Eastern Musicology • Arts of the Jews • Introduction to Yiddish Literature • An Introduction to Yiddish Language and Jewish Culture. Office of Academic Affairs/American Friends of the Hebrew University/11 East 69th Street/New York, N.Y. 10022/212-988-8400.

SUMMER STUDIES ABROAD

FRANCE . . . Art Study, country life, tours. July-August. Ages 13-17. Write: Colescott, 61 Av. de la Marne, Montrouge 92, France.

EUROPE—H.S. STUDENTS. $750 six week study-travel programs in France, Spain, England, Austria. Includes flights, room, meals, tuition, excursions, supervision. European Language Institute, 507 Fifth Avenue, New York 10017.

TRAVEL

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KINGSLEY DOUBLE-CROSTIC NO. 1832

Reg. U. S. Patent Office

By Thomas H. Middleton

DEFINITIONS	WORDS
A. Shakespearean weaver.	64 70 76 81 134 177
B. Modernizing.	197 202 27 65 69 85 97 147
C. Gape or cause to gape.	165 187 39 50 132 220 19
D. "This effect ——— comes by cause," says Polonius. ("Hamlet")	32 40 168 208 53 60 106 18 22
E. Tolstoy's birthplace, near Tula (2 wds.)	89 94 181 186 191 210 221 13 33 56 105 / 109 122 125
F. "Make straight in the desert a———for our God." (Isaiah 40:3)	130 160 176 58 79 98 126
G. Styptic.	137 204 215 222 8 26 43 48 95 99
H. Formed into a compact mass.	90 80 118 127 141
I. Power unit.	24 174 190 206 10 14 31 36
J. Mary Chase gave him a pooka named Harvey. (full name)	41 66 84 145 169 182 189 196 211 21 57
K. It begins, "If music be the food of love, play on;" (2 wds.)	61 115 131 138 224 7 73 150 193 201 77 / 86
L. The cream (2 wds.)	111 172 123 151 183 203 28 44 83
M. They generally oppose reform.	135 184 198 1 29 47
N. Quality common to Fred and Woody Allen, for instance ((2 wds.)	101 112 116 128 157 173 199 216
O. Not corresponding with reality.	225 35 45 110 146 152 62 2 55 91
P. To cajole or entice by music.	142 179 219 74 113 117 140
Q. One of Natty Bumppo's aliases.	153 161 185 139 223 167 119
R. When Eve ate the fruit, "Nature . . . gave signs of woe,/ That ———— . (3 wds., Milton, "Paradise Lost")	164 170 103 136 11 15 124 214 205 159
S. Italian composer and violoncellist (1743-1805; "Minuet in A")	93 3 163 72 143 155 209 52 175 59
T. German philosopher who predicted the eclipse of Western civilization (full name)	6 16 34 25 104 75 12 108 23 30 195 / 67 49 144
U. Not fit to be occupied.	212 162 9 78 200 149 218 226 63
V. Permanent seat of the International Court of Justice (2 wds.)	38 87 82 133 102 5 71 178
W. Lighthearted; vertiginous	156 68 96 120 192
X. Principal, primary.	37 207 154 4 20 114 42 121 194 213
Y. Blowhard.	171 17 100 166 88 46 92 129 148
Z. Holdup man.	51 54 217 107 158 180 188

DIRECTIONS

To solve this puzzle you must guess twenty-odd WORDS, the definitions of which are given in the column headed DEFINITIONS. Alongside each definition, there is a row of dashes—one for each letter in the required word. When you have guessed a word, write it on the dashes, and also write each letter in the correspondingly numbered square of the puzzle diagram . . . When the squares are all filled in, you will find that you have completed a quotation from some published work. If read up and down, the letters in the diagram have no meaning . . . Black squares indicate ends of words; if there is no black square at the right side of the diagram, the word carries over to the next line . . . When all the WORDS are filled in, their initial letters spell the name of the author and the title of the piece from which the quotation has been taken. Of great help to the solver are this acrostic feature and the relative shapes of words in the diagram as they develop.

		1 M		2 O	3 S	4 X	5 V	6 T	7 K		8 G	9 U		10 I	11 R	12 T		13 E
14 I	15 R	16 T	17 Y	18 D	19 C	20 X		21 J	22 D	23 T	24 I		25 T	26 G	27 B		28 L	29 M
30 T	31 I		32 D	33 E	34 T	35 O		36 I	37 X		38 V	39 C	40 D		41 J	42 X	43 G	44 L
	45 O	46 Y		47 M	48 G	49 T		50 C	51 Z		52 S		53 D	54 Z	55 O	56 E	57 J	
58 F	59 S	60 D		61 K	62 O	63 U		64 A	65 B	66 J	67 T		68 W		69 B	70 A	71 V	72 S
73 K	74 P	75 T		76 A	77 K	78 U		79 F	80 H	81 A	82 V	83 L		84 J	85 B	86 K	87 V	
88 Y	89 E		90 H	91 O	92 Y	93 S		94 E	95 G	96 W		97 B	98 F	99 G	100 Y	101 N	102 V	103 R
104 T	105 E		106 D	107 Z		108 T	109 E	110 O	111 L	112 N	113 P		114 X		115 K	116 N	117 P	118 H
119 Q	120 W		121 X	122 E		123 L	124 R	125 E	126 F	127 H	128 N		129 Y	130 F	131 K		132 C	133 V
134 A	135 M		136 R	137 G	138 K	139 Q	140 P	141 H		142 P	143 S	144 T	145 J	146 O	147 B	148 Y		149 U
150 K	151 L		152 O	153 Q	154 X		155 S	156 W	157 N	158 Z	159 R	160 F	161 Q	162 U		163 S	164 R	165 C
166 Y	167 Q		168 D	169 J	170 R	171 Y	172 L	173 N	174 I	175 S	176 F		177 A	178 V		179 P	180 Z	181 E
	182 J	183 L	184 M	185 Q	186 E	187 C	188 Z		189 J	190 I	191 E	192 W	193 K	194 X	195 T		196 J	197 B
198 M	199 N	200 U	201 K		202 B	203 L	204 G	205 R	206 I	207 X	208 D	209 S		210 E	211 J	212 U		213 X
214 R	215 G		216 N	217 Z		218 U	219 P		220 C	221 E	222 G	223 Q	224 K	225 O	226 U			

Solution of last week's Double-Crostic will be found on page 12 of this issue.

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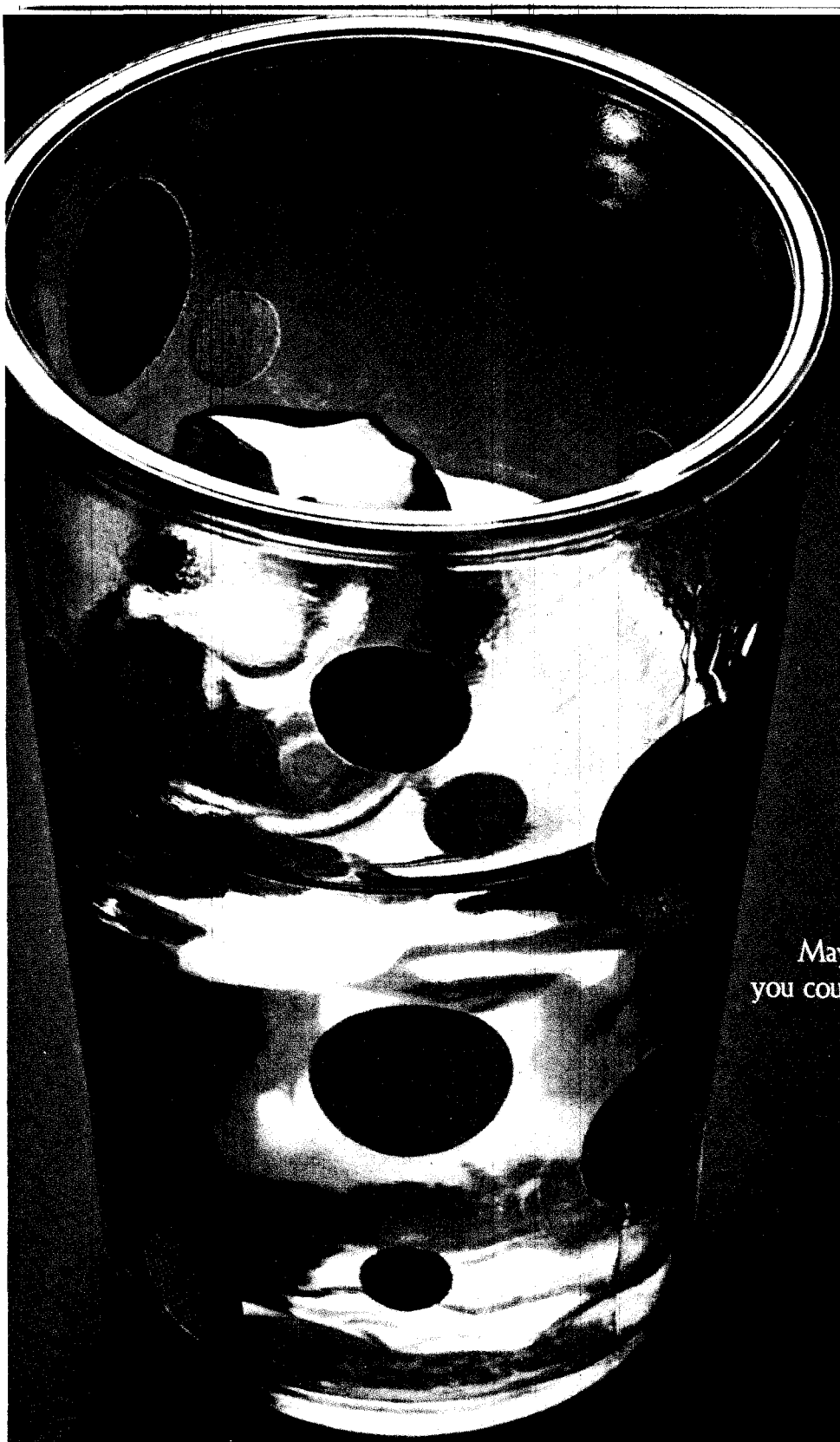

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